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## Public Education Department Curriculum Update: Proposed Social Studies Standards

In September, the Public Education Department (PED) published a proposed update of social studies academic and content performance standards for students in kindergarten through 12th grade. This proposal marked the first comprehensive revision to New Mexico's social studies academic and performance standards in over a decade.

This brief explains what academic content and performance standards are, outlines statutory requirements, and describes the process of updating New Mexico's social studies standards.

### What Academic Standards Are—And Are Not

Academic content and performance standards—commonly referred to as standards—are goals that outline what students should know and be able to do by grade level. Although standards provide a foundation for learning, they do not dictate how to teach content or what specific materials may be used, which is the function of curriculum.

Standards are distinct from curriculum. Curriculum is what teachers teach on a day-to-day basis in the classroom. This includes instructional materials and classroom practices to achieve learning goals set forth by standards. Under current law and policy, curriculum is a local decision. [Federal policies](#) encourage states to adopt high standards and state law requires PED to develop standards for all public schools, but curriculum decisions are made by local educators and school leaders.

### Statutory Requirements

The development of standards in New Mexico is largely guided by two sections of the Public School Code: Section 22-2-8 NMSA 1978 and Section 22-2C-3 NMSA 1978.

Section 22-2-8 NMSA 1978 requires PED to prescribe standards for all public schools in the state. A copy of these standards must be furnished to each local school board, local superintendent, and school principal.

### Key Takeaways

Academic content and performance standards are distinct and differ from curriculum.

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PED began its work to revise social studies standards in February 2021, convening a writing group of 64 educators from 38 districts and charter schools.

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The proposed standards add two areas of study to social studies standards: 1) inquiry; and 2) ethnic, cultural, and identity studies. The previous four areas of study: history, geography, civics/government, and economics are retained.

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PED anticipates full implementation of the revised standards in the 2023-2024 school year with initial implementation beginning in the 2022-2023 school year.

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## 2021 Study of Civics and U.S. History

A recent [study](#) from the Thomas B. Fordham Institute, a conservative education policy think tank, found New Mexico's civics standards to be "mediocre" and U.S. History standards to be "inadequate." The study evaluated the quality of K–12 civics and U.S. history standards in all 50 states for content, rigor, clarity, and organization.

Among its findings, the institute noted New Mexico's Civics standards show a "commendable emphasis on civic participation" and cover a "significant amount of core content in middle and high school," but are "poorly organized" and offer "little supplemental detail" with "almost no coverage of federalism or the electoral process at the high school level." The institute also found that in U.S. History, New Mexico "provides a basic checklist of important U.S. History content" and the "wording of individual standards is reasonably clear and concise," but the outlines for content are "often patchy, rushed, and lacking in detail." Further, the institute writes "organizational flaws make it needlessly difficult to pull together the full content for each grade" and that New Mexico students receive "no coverage of the twentieth century until high school."

12th grade. Within each strand, there are a series of benchmarks and associated standards organized by grade level. In sixth through 12th grades, the New Mexico social studies standards are further supplemented by the Common Core standards for literacy in science, social studies, and the technical subjects.

## Proposed Social Studies Standards: Process and Summary

### Process of Updating Social Studies Standards

PED began work to update social studies standards in July 2020 by convening an advisory council of content experts to provide initial guidance to the department. In January 2021, a request for proposals was released to partner with PED to facilitate the writing process

PED convened a group of 64 educators across 38 school districts to participate in a writing committee for revised social studies standards.

and provide professional development. In February 2021, an open call was issued to educators to join writing committees for the proposed standards. PED convened 64 educators from 38 districts and charter schools to participate in the writing committee. PED reports the proposed standards were developed using the following [guiding principles](#), as excerpted from PED documents:

1. Incorporating major historical themes such as power, class conflict, struggle, geopolitical impact, social justice, equity,

Section 22-2C-3 NMSA 1978 requires PED to adopt standards for first through 12th grades in the following areas: 1) mathematics; 2) reading and language arts; 3) science; and 4) social studies. It also allows PED to standards in other subject areas. All standards must be sufficiently academically challenging to meet or exceed any applicable federal requirements.

PED utilizes the New Mexico rulemaking process to set and revise academic standards, which are then published in the New Mexico Administrative Code.

## Current Social Studies Standards in New Mexico

New Mexico's statewide social studies standards were last revised in 2009. Current social studies standards cover four "strands" of content:

1. history;
2. geography;
3. civics and government; and
4. economics.

These four strand areas are required across kindergarten through 12th grade and are organized by grade band: grades kindergarten through fourth grade, fifth through eighth grade, and ninth through

and diversity through content standards designed to teach these topics in developmentally appropriate ways;

2. Developing student agency and leadership, employability skills, critical thinking applied to histories, stories, and the long-term impact of political decisions;
3. Ensuring divergence from a singular Eurocentric cultural script, ensuring equitable inclusion of accurate historical stories reflecting Indigenous, Hispano/Latino, Chicano, Mestizo, Genizaro, African American, and other cultural perspectives;
4. Identifying tools to share authentic stories including the study of relationship between power and oppression;
5. Supporting the development of a strong critical historical consciousness representative of many perspectives while allowing students to maintain his/her/their own cultural integrity while learning about others;
6. Empowering students to develop pride in his/her/their identity, history, culture, and region by incorporating a community based approach while preparing students to be a part of a global environment;
7. Developing a future focused orientation that allows students to be critical thinkers in considering historical context in mending, healing, and transforming future interactions; and
8. Utilizing historical events from a future focused orientation.

### Proposed Standards Summary

The proposed standards retain each of the previously noted four areas of study while adding two: 1) inquiry; and 2) ethnic, cultural, and identity studies. Functionally, PED appears to be using the term “anchor standard” to categorize proposed standards similarly to how “benchmarks” are currently used. “Strands” is a term maintained to describe areas of study. See Image 1 for the proposed “anchor standards.”

The proposed social studies standards add two areas of study: 1) inquiry and 2) ethnic, cultural, and identity studies. Four areas of study remain the same: civics, economics, geography, and history.

**Image 1: Proposed PED Anchor Standards from Draft Standards Document**

<b>Anchor Standards</b>					
The standards document is organized using a set of anchor standards. The purpose of anchor standards is two-fold. 1) They highlight key disciplinary concepts and ideas within social studies and 2) Create cohesiveness within the document by showing learning progressions from kindergarten to high school aligned to a set of anchor standards.					
Civics	Economics	Geography	History	Ethnic, Cultural, and Identity Studies	Inquiry
<b>Anchor Standard 1</b> Civic and Political Institutions	<b>Anchor Standard 5</b> Economic Decision Making	<b>Anchor Standard 10</b> Geographic Representations and Reasoning	<b>Anchor Standard 14</b> Historical Change, Continuity, Context and Reconciliation	<b>Anchor Standard 19</b> Diversity and Identity	<b>Anchor Standard 22</b> Construct Compelling and Supporting Questions
<b>Anchor Standard 2</b> Processes, Rules and Laws	<b>Anchor Standard 6</b> Incentives and Choices	<b>Anchor Standard 11</b> Location, Place and Region	<b>Anchor Standard 15</b> Cause and Consequence	<b>Anchor Standard 20</b> Identity in History	<b>Anchor Standard 23</b> Gather and Evaluate Sources
<b>Anchor Standard 3</b> Civic Dispositions and Democratic Principles	<b>Anchor Standard 7</b> Economic Systems and Models	<b>Anchor Standard 12</b> Movement, Population and Systems	<b>Anchor Standard 16</b> Historical Thinking	<b>Anchor Standard 21</b> Community Equity Building	<b>Anchor Standard 24</b> Develop Claims
<b>Anchor Standard 4</b> Roles and Responsibilities of a Civic Life	<b>Anchor Standard 8</b> Money and Markets	<b>Anchor Standard 13</b> Human- Environmental Interactions and Sustainability	<b>Anchor Standard 17</b> Critical Consciousness and Perspectives		<b>Anchor Standard 25</b> Communicate and Critique Conclusions
	<b>Anchor Standard 9</b> Global Economy		<b>Anchor Standard 18</b> Power Dynamics, Leadership and Agency		<b>Anchor Standard 26</b> Take Informed Action

Source: PED

## Current and Proposed Standards

PED has released a [crosswalk](#) that compares existing K-12 social studies standards with the proposed social studies standards. See **Attachment 1, Crosswalk: Current and Proposed Standards**. In a review of PED documents, LESC staff found the following:

**Table 1: Count of Performance Standards by Grade**  
Current vs. Proposed Social Studies Standards

Grade	Course *Only applies to 9th - 12th Grades	Current	Proposed
Kindergarten	-	22	25
1st Grade	-	29	24
2nd Grade	-	23	29
3rd Grade	-	33	29
4th Grade	-	41	26
5th Grade	-	50	31
6th Grade	-	34	54
7th Grade	-	50	103
8th Grade	-	47	90
9th - 12th Grade	-	129	387
	HS Civics	29	48
	HS Economics	42	48
	HS Geography	24	33
	HS NM History	5	59
	HS U.S. History	9	141
	HS World History	20	37
	HS Ethnic, Cultural, and Identity Studies	n/a	21
	<b>Total</b>	<b>587</b>	<b>1185</b>

Source: LESC analysis of PED data

- The proposed standards increase the number of standards, particularly in grades nine through 12. There are currently 587 social studies standards across all grades. The proposal includes 1,185 standards. See Table 1: Count of Performance Standards by Grade.
- The number of standards increases significantly for seventh through 12th grade students. For example, the total number of high school standards, across all courses, in the proposed standards is 387, up from 129 current standards—this represents a 200 percent increase.
- While the count of proposed standards shows an increase in the sheer number of learning goals, some current social studies standards have multiple “sub-standards,” especially in the high school grades. The proposal does not include any such “sub-standards” and instead displays each learning concept as its own standard, which increases the count. See Image 2, below, to illustrate this practice of providing “sub-standards” in current standards.

**Image 2: Sample of Current Social Studies Standards**

<b>9-12 Benchmark 1-C. World:</b> analyze and interpret the major eras and important turning points in world history from the age of enlightenment to the present, to develop an understanding of the complexity of the human experience:
<b>Performance Standards</b>
<ol style="list-style-type: none"> <li>1. Describe and explain how the renaissance and reformation influenced education, art, religion and government in Europe, to include: <ol style="list-style-type: none"> <li>a. development of renaissance artistic and literary traditions (e.g., Michelangelo, Leonardo da Vinci, Shakespeare);</li> <li>b. development of protestantism (e.g., Martin Luther, John Calvin);</li> <li>c. religious conflict and persecutions (e.g., Spanish inquisition);</li> </ol> </li> </ol>

Source: PED



## PED's Next Steps in Implementation

Following the writing and publishing of draft standards, PED published a proposed rule in September, opening a public comment period for the proposed standards. PED received over [2,000 pages](#) of public comment and heard over six hours of public comment in a rule hearing held November 12.

PED has announced it intends to re-convene its educator writing committee in November and December to incorporate public comment. A final rule will be published in the New Mexico Register at a later date. See **Attachment 2, Social Studies Re-Development and Implementation Calendar**. Although a specific date for publishing a final rule has not been announced, PED has indicated it intends to complete re-developed standards and adopt these in December 2021 or January 2022.

In the summer of 2022, PED will begin an instructional materials review to adopt high-quality instructional materials aligned to the standards. Schools and districts will then begin initial implementation of the revised standards during the 2022-2023 school year, with time to preview and engage in professional development. Full implementation of proposed social studies standards is expected in the 2023-2024 school year. PED has also noted the FY24 legislative session will include instructional materials funding in the state equalization guarantee (SEG) that can be utilized for social studies materials. PED notes SEG dollars can be utilized to purchase supplemental and core materials based on local decision making. In the current fiscal year, FY22, the SEG contains \$35 million for instructional materials.

**PED intends to fully implement the proposed social studies standards during the 2023-2024 school year.**

# New Mexico Social Studies Standards Crosswalk

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## Elementary

### Kindergarten

Current Standards			Proposed Standards
Discipline	Content Standard	Benchmark	Performance Standard
History	Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience	K-4 Benchmark I-A New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions	<ul style="list-style-type: none"> <li>• K.11. Compare traditions found in communities over time.</li> <li>• K.14. Identify how individuals are similar and different.</li> <li>• K.22. Communicate a positive view of themselves and identify some of their group identities.</li> <li>• K.23. Describe ways they are similar and different from people who share their identities, and people who do not.</li> <li>• K.24. Identify how their family does things both the same as and different from how other people do things.</li> <li>• K.25. Describe their family history, culture, and past to current contributions of people in their main identity groups.</li> </ul>
		K-4 Benchmark I-B United States: Understand connections among historical events, people, and symbols significant to United States history and culture	<ul style="list-style-type: none"> <li>• K.12. Demonstrate an awareness of community leaders (teacher, principal, Mayor, Tribal Leaders)</li> </ul>
		K-4 Benchmark I-C World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries	<ul style="list-style-type: none"> <li>• K.10. Identify the local, state, and national symbols (e.g., flag, bird, song)</li> </ul>
		K-4 Benchmark I-D Skills: Understand time passage and chronology.	<ul style="list-style-type: none"> <li>• K.13. Sequence important events in your life.</li> </ul>

Geography	Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments	K-4 Benchmark II-A: Understand the concept of location by using and constructing maps, globes, and other geographic tools to identify and derive information about people, places, and environments	<ul style="list-style-type: none"> <li>• K.19. Recognize and identify signs and symbols around their town and community and indicate location of places, people and things.</li> <li>• K.20. Identify the differences and similarities between a globe and a map. Explain the purpose of a map and/or globe.</li> </ul>
		K-4 Benchmark II-B: Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change	<ul style="list-style-type: none"> <li>• K.18. Create maps of familiar areas, such as the classroom, school and community.</li> </ul>
		K-4 Benchmark II-C: Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present	<ul style="list-style-type: none"> <li>• This benchmark is expanded upon in other grade levels. <a href="#">For example 1.22.</a></li> </ul>
		K-4 Benchmark II-D: Understand how physical processes shape the Earth's surface patterns and biosystems	<ul style="list-style-type: none"> <li>• This benchmark is expanded upon in other grade levels. <a href="#">For example 2.23.</a></li> </ul>
		K-4 Benchmark II-E: Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict	<ul style="list-style-type: none"> <li>• K.21. Explain why and how people move from place to place within a community.</li> </ul>
		K-4 Benchmark II-F: Describe how natural and man-made changes affect the meaning, use, distribution, and value of	<ul style="list-style-type: none"> <li>• This benchmark is expanded upon in other grade levels. <a href="#">For example 4.23.</a></li> </ul>



		resources	
Civics and Government	Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels	K-4 Benchmark III-A: Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments	<ul style="list-style-type: none"> <li>• K.7. Explain how the rules help us work together.</li> </ul>
		K-4 Benchmark III-B: Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time	<ul style="list-style-type: none"> <li>• K.9. Identify authority figures and describe their roles.</li> </ul>
		K-4 Benchmark III-C: Become familiar with the basic purposes of government in New Mexico and the United States	<ul style="list-style-type: none"> <li>• K.6. Communicate the purpose of rules.</li> </ul>
		K-4 Benchmark III- D: Understand rights and responsibilities of “good citizenship” as members of a family, school and community	<ul style="list-style-type: none"> <li>• K.4. Take group or individual action to help address local, regional, and/or global problems.</li> <li>• K.5. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</li> <li>• K.8. Identify the consequences of following and not following the rules.</li> </ul>
Economics	Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families,	K-4 Benchmark IV-A: Understand that individuals, households, businesses, governments, and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives (both economic and intrinsic)	<ul style="list-style-type: none"> <li>• K.15. Distinguish between a need (basic needs like food, clothing, and shelter) and a want.</li> </ul>
		K-4 Benchmark IV-B: Understand	<ul style="list-style-type: none"> <li>• K.17. Explain what scarcity is and how scarcity affects</li> </ul>

	businesses, communities, and governments.	that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services	the accessibility of goods and services
		K-4 Benchmark IV-C: Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities	<ul style="list-style-type: none"> <li>K.16. Identify examples of goods and services.</li> </ul>
There are no equivalent standards in the current social studies standards.			<ul style="list-style-type: none"> <li>K.1. Recognize a compelling question.</li> <li>K.2. Identify the relationship between compelling and supporting questions.</li> <li>K.3. Construct responses to compelling questions using examples</li> </ul>

### 1st Grade

Current Standards			Proposed Standards
Discipline	Content Standard	Benchmark	Performance Standard
History	Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the	K-4 Benchmark I-A New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions	<ul style="list-style-type: none"> <li>1.9. Compare life in New Mexico in the past to life in New Mexico today.</li> <li>1.12. Examine and identify cultural differences within a community.</li> <li>1.24. Explain how student and individual identities are part of what makes each person unique and special.</li> </ul>
		K-4 Benchmark I-B United States: Understand connections among historical events, people, and symbols significant to United States history and culture	<ul style="list-style-type: none"> <li>1.13. Investigate significant events, people, and observances in history, and discuss their effects on local and national communities.</li> </ul>

	complexity of the human experience.	K-4 Benchmark I-C World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries	<ul style="list-style-type: none"> <li>1.23. Explain how groups of people believe different things and live in different and interesting ways.</li> </ul>
		K-4 Benchmark I-D Skills: Understand time passage and chronology	<ul style="list-style-type: none"> <li>1.10. Compare fact and opinion in stories and narratives from the past.</li> <li>1.11. Demonstrate chronological thinking by distinguishing among past, present, and future using family, school, or community events.</li> </ul>
Geography	Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.	K-4 Benchmark II-A: Understand the concept of location by using and constructing maps, globes, and other geographic tools to identify and derive information about people, places, and environments	<ul style="list-style-type: none"> <li>1.18. Create geographic representations to identify the location of familiar places and demonstrate how these representations can help us navigate from one place to the next, provide directions, or trace important routes.</li> <li>1.19. Identify the common symbols used on maps for man-made structures and physical features.</li> <li>1.20. Use a variety of maps to locate specific places, and identify major landforms, bodies of water, and other places of significance around the United States.</li> </ul>
		K-4 Benchmark II-B: Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change	<ul style="list-style-type: none"> <li>1.21. Explain how man-made structures are all examples of how people modify the physical environment to meet needs and wants.</li> </ul>
		K-4 Benchmark II-C: Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present	<ul style="list-style-type: none"> <li>1.22. Explain how people interact with their physical environment in ways that may have a positive or a negative effect on natural resources.</li> </ul>
		K-4 Benchmark II-D: Understand how physical processes shape the Earth's surface patterns and	<ul style="list-style-type: none"> <li>This benchmark is expanded upon in other grade levels. <a href="#">For example 2.23.</a></li> </ul>

		biosystems	
		K-4 Benchmark II-E: Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict	<ul style="list-style-type: none"> <li>This benchmark is expanded upon in other grade levels. <a href="#">For example K.21.</a></li> </ul>
		K-4 Benchmark II-F: Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources	<ul style="list-style-type: none"> <li>This benchmark is expanded upon in other grade levels. <a href="#">For example 4.23.</a></li> </ul>
Civics and Government	Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels	K-4 Benchmark III-A: Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments	<ul style="list-style-type: none"> <li>This benchmark is expanded upon in other grade levels. <a href="#">For example 2.8.</a></li> </ul>
		K-4 Benchmark III-B: Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time	<ul style="list-style-type: none"> <li>1.7. Explain and provide examples of how people play important roles in society.</li> </ul>
		K-4 Benchmark III-C: Become familiar with the basic purposes of government in New Mexico and the United States	<ul style="list-style-type: none"> <li>This benchmark is expanded upon in other grade levels. <a href="#">For example 2.7.</a></li> </ul>
		K-4 Benchmark III- D: Understand rights and responsibilities of “good citizenship” as members of a family, school and community	<ul style="list-style-type: none"> <li>1.5. Take group or individual action to help address local, regional, and/or global problems.</li> <li>1.6. Use deliberative and democratic procedures to make decisions about and act on civic problems in their</li> </ul>

			<p>classrooms.</p> <ul style="list-style-type: none"><li>1.8. Investigate how people work together to accomplish a common task and how this benefits and challenges people when working together.</li></ul>
Economics	Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.	K-4 Benchmark IV-A: Understand that individuals, households, businesses, governments, and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives (both economic and intrinsic)	<ul style="list-style-type: none"><li>1.15. Identify examples of a producer and a consumer.</li><li>1.16. Examine how earning money through work is related to the purchase of goods and services.</li><li>1.17. Examine decisions that people make about spending and saving money.</li></ul>
		K-4 Benchmark IV-B: Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services	<ul style="list-style-type: none"><li>1.14. Examine choices that families make due to scarcity, and identify costs associated with these choices.</li></ul>
		K-4 Benchmark IV-C: Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities	<ul style="list-style-type: none"><li>This benchmark is expanded upon in other grade levels. <a href="#">For example 2.18.</a></li></ul>
There are no equivalent standards in the current social studies standards.			<ul style="list-style-type: none"><li>1.1. Explain why a compelling question is important.</li><li>1.2. Generate supporting questions related to compelling questions across the social studies disciplines.</li><li>1.3. Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.</li><li>1.4. Construct responses to compelling questions using examples.</li></ul>

## 2nd Grade

Current Standards			Proposed Standards
Discipline	Content Standard	Benchmark	Performance Standard
History	Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.	K-4 Benchmark I-A New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions	<ul style="list-style-type: none"> <li>2.22. Identify and locate the bordering states to New Mexico and understand that New Mexico is in the Southwest</li> </ul>
		K-4 Benchmark I-B United States: Understand connections among historical events, people, and symbols significant to United States history and culture	<ul style="list-style-type: none"> <li>2.12. Describe events in North America that illustrate how people from diverse cultural groups attempted to work through conflicts to solve a problem.</li> <li>2.15. Identify and compare the diverse North American cultural groups of the past and today.</li> <li>2.28. Describe ways we are similar and different from people who share identities, and people who do not</li> </ul>
		K-4 Benchmark I-C World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries	<ul style="list-style-type: none"> <li>2.13. Compare diverse world communities in terms of members, customs, and traditions to the local community.</li> </ul>
		K-4 Benchmark I-D Skills: Understand time passage and chronology.	<ul style="list-style-type: none"> <li>2.14. Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local and national events.</li> </ul>
Geography	Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their	K-4 Benchmark II-A: Understand the concept of location by using and constructing maps, globes, and other geographic tools to identify and derive information about people, places, and environments	<ul style="list-style-type: none"> <li>2.21. Using maps, identify and locate the United States, Canada, and Mexico as the countries that make up North America</li> </ul>
		K-4 Benchmark II-B: Distinguish	<ul style="list-style-type: none"> <li>2.26. Describe ways in which individuals and groups</li> </ul>



	environments.	between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change	use or save natural resources.
		K-4 Benchmark II-C: Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present.	<ul style="list-style-type: none"> <li>• 2.24. Generate a definition for your region of the US by identifying unique features.</li> <li>• 2.25. List at least three different waves of migration to the Western hemisphere in chronological order.</li> </ul>
		K-4 Benchmark II-D: Understand how physical processes shape the Earth's surface patterns and biosystems	<ul style="list-style-type: none"> <li>• 2.23. Compare the human and physical characteristics of two regions in the United States</li> </ul>
		K-4 Benchmark II-E: Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.	<ul style="list-style-type: none"> <li>• 2.16. Evaluate the effects of people, goods and ideas that diffused from one world community into other world communities and the effects of the people, goods and ideas on these communities.</li> </ul>
		K-4 Benchmark II-F: Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.	<ul style="list-style-type: none"> <li>• This benchmark is expanded upon in other grade levels. <a href="#">For example 4.23.</a></li> </ul>
Civics and Government	Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the	K-4 Benchmark III-A: Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments	<ul style="list-style-type: none"> <li>• 2.8. Understand the purposes and structures of government (tribal, local, state, national government)</li> </ul>

	founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels	K-4 Benchmark III-B: Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time	<ul style="list-style-type: none"> <li>2.9. Assess how the contributions of diverse individuals' have helped develop our national identity</li> <li>2.10. Examine and compare the American democratic principles to neighboring countries.</li> </ul>
		K-4 Benchmark III-C: Become familiar with the basic purposes of government in New Mexico and the United States	<ul style="list-style-type: none"> <li>2.7. Evaluate how American society has changed through rules and laws</li> </ul>
		K-4 Benchmark III- D: Understand rights and responsibilities of "good citizenship" as members of a family, school and community	<ul style="list-style-type: none"> <li>2.5. Take group or individual action to help address local, regional, and/or global problems.</li> <li>2.6. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</li> <li>2.11. Examine and understand the qualities of good leadership.</li> </ul>
Economics	Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.	K-4 Benchmark IV-A: Understand that individuals, households, businesses, governments, and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives (both economic and intrinsic)	<ul style="list-style-type: none"> <li>2.19. Investigate what resources are available in the community, how available resources differ in communities, and what resources are obtained from neighboring communities.</li> <li>2.20. Identify different types of jobs performed in the community.</li> </ul>
		K-4 Benchmark IV-B: Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.	<ul style="list-style-type: none"> <li>2.17. Examine how consumers react to changes in the prices of goods and how this influences economic decision making and the use of money.</li> </ul>
		K-4 Benchmark IV-C: Understand the patterns and results of trade	<ul style="list-style-type: none"> <li>2.18. Explore how communities share resources and services with other communities.</li> </ul>

		and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.	
There are no equivalent standards in the current social studies standards.			<ul style="list-style-type: none"> <li>• 2.1. Explain why a compelling question is important.</li> <li>• 2.2. Generate supporting questions across the social studies disciplines related to compelling questions. Inquiry.</li> <li>• 2.3. Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.</li> <li>• 2.4. Construct responses to compelling questions using reasoning, examples, and relevant details.</li> <li>• 2.27. Express a positive view of themselves without being mean or making other people feel bad.</li> <li>• 2.29. Demonstrate respect for the feelings of people who are similar and different from me.</li> </ul>

**3rd Grade**

Current Standards			Proposed Standards
Discipline	Content Standard	Benchmark	Performance Standard
History	Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in	K-4 Benchmark I-A New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions	<ul style="list-style-type: none"> <li>• 3.28. Compare and contrast cultural identity with other people and groups.</li> </ul>
		K-4 Benchmark I-B United States: Understand connections among historical events, people, and symbols significant to United States history and culture	<ul style="list-style-type: none"> <li>• 3.29. Identify the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.</li> </ul>

	order to understand the complexity of the human experience.	K-4 Benchmark I-C World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries	<ul style="list-style-type: none"> <li>3.13. Explain how world events impact New Mexico and the US, both in the past and today</li> </ul>
		K-4 Benchmark I-D Skills: Understand time passage and chronology.	<ul style="list-style-type: none"> <li>3.14. Use a timeline to analyze connections among historical events, including how human settlement and movement impacted diverse groups of people.</li> </ul>
Geography	Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.	K-4 Benchmark II-A: Understand the concept of location by using and constructing maps, globes, and other geographic tools to identify and derive information about people, places, and environments	<ul style="list-style-type: none"> <li>3.24. Identify and use the mapping tools of scale, compass rose, grid, symbols and mental mapping to locate places on maps and globes.</li> </ul>
		K-4 Benchmark II-B: Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change	<ul style="list-style-type: none"> <li>3.25. Explain how physical and cultural characteristics of world regions affect people, and examine geographic features of various global communities that might create a need for migration or immigration using a variety of maps, photos, and other geographic representations.</li> </ul>
		K-4 Benchmark II-C: Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present.	<ul style="list-style-type: none"> <li>This benchmark is expanded upon in other grade levels. <a href="#">For example 1.22.</a></li> </ul>
		K-4 Benchmark II-D: Understand how physical processes shape the Earth's surface patterns and biosystems	<ul style="list-style-type: none"> <li>3.26. Identify the components of the Earth's biosystems and their makeup (e.g., air, land, water, plants, and animals).</li> </ul>
		K-4 Benchmark II-E: Describe how economic, political, cultural,	<ul style="list-style-type: none"> <li>3.10. Evaluate the reasons for migration and immigration and the effects on people, culture, and</li> </ul>

		and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.	<p>ideas in world communities.</p> <ul style="list-style-type: none"> <li>• 3.11. Analyze how human settlement and movement impact diverse groups of people and how the cultural aspects of a region spread beyond its borders</li> <li>• 3.12. Analyze the movement of Indigenous groups, including the removal and return of Indigenous people throughout New Mexico and the US.</li> <li>• 3.23. Create a model to demonstrate how geographic factors influence where people settle and how some people make adaptations to the environment to make a location more suitable for settlement.</li> </ul>
		K-4 Benchmark II-F: Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.	<ul style="list-style-type: none"> <li>• This benchmark is expanded upon in other grade levels. <a href="#">For example 4.23.</a></li> </ul>
Civics and Government	Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels	K-4 Benchmark III-A: Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments	<ul style="list-style-type: none"> <li>• 3.6. Identify challenges and opportunities when taking action to address problems, including predicting possible results.</li> </ul>
		K-4 Benchmark III-B: Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time	<ul style="list-style-type: none"> <li>• 3.8. Explain how the democratic principles motivate people to migrate then and now.</li> </ul>
		K-4 Benchmark III-C: Become familiar with the basic purposes of government in New Mexico and the United States	<ul style="list-style-type: none"> <li>• This benchmark is expanded upon in other grade levels. <a href="#">For example 2.7.</a></li> </ul>
		K-4 Benchmark III- D: Understand	<ul style="list-style-type: none"> <li>• 3.7. Use deliberative and democratic procedures to</li> </ul>

		rights and responsibilities of “good citizenship” as members of a family, school and community	make decisions about and act on civic problems in their classrooms. <ul style="list-style-type: none"><li>3.9. Explain how to be a responsible and active citizen in a democracy.</li></ul>
Economics	Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.	K-4 Benchmark IV-A: Understand that individuals, households, businesses, governments, and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives (both economic and intrinsic)	<ul style="list-style-type: none"><li>3.15. Examine the various ways people earn a living to meet their basic needs of food, clothing, and shelter, and how this has changed over time in various world communities.</li><li>3.17. Explore the concepts of surplus and scarcity in relation to resources for various world communities.</li></ul>
		K-4 Benchmark IV-B: Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.	<ul style="list-style-type: none"><li>3.16. Investigate who receives the goods that are produced in various world communities.</li><li>3.21. Identify currency, credit, debit, and checks as the basic means of exchange in Western society.</li><li>3.22. Compare currency, credit, debit, and checks in the United States to other world money systems.</li></ul>
		K-4 Benchmark IV-C: Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.	<ul style="list-style-type: none"><li>3.18. Explore the basic economic concepts of supply and demand.</li><li>3.19. Explain how supply and demand influence prices and trade.</li><li>3.20. Describe how technological developments in transportation and communication influence trade over time.</li></ul>
There are no equivalent standards in the current social studies standards.			<ul style="list-style-type: none"><li>3.1. Identify disciplinary ideas associated with a compelling question.</li><li>3.2. Use supporting questions to help answer the compelling question in an inquiry.</li><li>3.3. Determine the credibility of one source.</li><li>3.4. Cite evidence that supports a response to supporting or compelling questions.</li><li>3.5. Construct responses to compelling questions using reasoning, examples, and relevant details.</li></ul>



	<ul style="list-style-type: none"> <li>3.27. Express a positive view of personal identities without making someone else feel badly.</li> </ul>
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**4th Grade**

Current Standards			Proposed Standards
Discipline	Content Standard	Benchmark	Performance Standard
History	Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.	K-4 Benchmark I-A New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions	<ul style="list-style-type: none"> <li>4.14. Examine the changes in governance of New Mexico (Indigenous, Spanish, Mexican, Texan, Confederate, US).</li> <li>4.24. Explain why individuals and groups during the same historical period differed in their perspectives towards significant historical events.</li> </ul>
		K-4 Benchmark I-B United States: Understand connections among historical events, people, and symbols significant to United States history and culture	<ul style="list-style-type: none"> <li>4.12. Describe the interactions between Indigenous people and European settlers including agriculture, cultural exchanges, alliances, and conflicts.</li> <li>4.26. Explain connections among historical contexts and people's perspectives at the time.</li> </ul>
		K-4 Benchmark I-C World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries	<ul style="list-style-type: none"> <li>This benchmark is expanded upon in other grade levels. <a href="#">For example.</a></li> </ul>
		K-4 Benchmark I-D Skills: Understand time passage and chronology.	<ul style="list-style-type: none"> <li>4.13. Create a timeline that depicts the events and the changes in New Mexico culture through contact with explorers and settlers.</li> </ul>
Geography	Content Standard II: Students understand how physical, natural,	K-4 Benchmark II-A: Understand the concept of location by using and constructing maps, globes,	<ul style="list-style-type: none"> <li>4.19. Examine and synthesize (combine) data from at least two types of maps (physical, topographical, or thematic maps) to support a claim about the regional</li> </ul>

	and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.	and other geographic tools to identify and derive information about people, places, and environments	divisions of New Mexico, and compare and contrast its diverse geography. <ul style="list-style-type: none"> <li>4.21. Apply geographic tools of title, grid system, legends, symbols, scale and compass rose to construct and interpret maps.</li> </ul>
		K-4 Benchmark II-B: Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change	<ul style="list-style-type: none"> <li>4.20. Using a variety of maps, investigate and compare how New Mexico's political boundaries have changed over time.</li> <li>4.22. Describe and identify the regions and four provinces that make up New Mexico's land surface.</li> </ul>
		K-4 Benchmark II-C: Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present.	<ul style="list-style-type: none"> <li>4.11. Describe the different groups of people (Indigenous and explorers/pioneers) that have settled in New Mexico throughout history and describe their traditions and effects on New Mexico culture.</li> </ul>
		K-4 Benchmark II-D: Understand how physical processes shape the Earth's surface patterns and biosystems	<ul style="list-style-type: none"> <li>This benchmark is expanded upon in other grade levels. <a href="#">For example.</a></li> </ul>
		K-4 Benchmark II-E: Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.	<ul style="list-style-type: none"> <li>This benchmark is expanded upon in other grade levels. <a href="#">For example.</a></li> </ul>
		K-4 Benchmark II-F: Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.	<ul style="list-style-type: none"> <li>4.23. Explore how geographic factors influence locations of settlements and use of natural resources (land, water, minerals, plants, animals) to meet their basic needs.</li> </ul>

Civics and Government	Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels	K-4 Benchmark III-A: Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments	<ul style="list-style-type: none"> <li>4.7. Examine and evaluate the rules, laws, and authorities that keep people safe in New Mexico.</li> </ul>
		K-4 Benchmark III-B: Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time	<ul style="list-style-type: none"> <li>4.8. Explain how democratic principles guide local, state, and sovereign governments.</li> <li>4.9. Demonstrate understanding that state symbols, holidays, traditions, and songs represent various cultural heritages, natural treasures, and the democratic values of New Mexico.</li> </ul>
		K-4 Benchmark III-C: Become familiar with the basic purposes of government in New Mexico and the United States	<ul style="list-style-type: none"> <li>4.10. Investigate how different groups have influenced the ways that state issues are viewed and resolved</li> </ul>
		K-4 Benchmark III- D: Understand rights and responsibilities of “good citizenship” as members of a family, school and community	<ul style="list-style-type: none"> <li>4.5. Identify challenges and opportunities when taking action to address problems, including predicting possible results.</li> <li>4.6. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</li> </ul>
Economics	Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and	K-4 Benchmark IV-A: Understand that individuals, households, businesses, governments, and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives (both economic and intrinsic)	<ul style="list-style-type: none"> <li>4.15. Explain the impact of using natural resources on the local, county, and state economy.</li> <li>4.16. Explain how trade and industry in New Mexico is impacted by surrounding economies (Mexico, AZ, CO, TX).</li> </ul>
		K-4 Benchmark IV-B: Understand that economic systems impact the way individuals, households,	<ul style="list-style-type: none"> <li>4.17. Research and create a list of products, goods, and services that New Mexico imports and exports.</li> </ul>

	governments.	businesses, governments, and societies make decisions about goods and services	
		K-4 Benchmark IV-C: Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities	<ul style="list-style-type: none"> <li>4.18. Explore the significance of agriculture and livestock industries in New Mexico.</li> </ul>
There are no equivalent standards in the current social studies standards.			<ul style="list-style-type: none"> <li>4.1. Explain how a compelling question represents key ideas in the field.</li> <li>4.2. Use supporting questions to help answer the compelling question in an inquiry.</li> <li>4.3. Cite evidence that supports a response to supporting or compelling questions.</li> <li>4.4. Construct responses to compelling questions using reasoning, examples, and relevant details.</li> <li>4.25. Demonstrate respectful inquiry about other people's lives and experiences without judgment.</li> </ul>

### 5th Grade

Current Standards			Proposed Standards
Discipline	Content Standard	Benchmark	Performance Standard
History	Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New	5-8 Benchmark 1-A. New Mexico: explore and explain how people and events have influenced the development of New Mexico up to the present day	<ul style="list-style-type: none"> <li>5.30. Demonstrate knowledge of family history, culture, and past contributions of people in main identity groups</li> </ul>
		5-8 Benchmark 1-B. United States: analyze and interpret major eras, events and individuals	<ul style="list-style-type: none"> <li>5.14. Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict.</li> </ul>

	Mexico, United States, and world history in order to understand the complexity of the human experience.	from the periods of exploration and colonization through the civil war and reconstruction in United States history	<ul style="list-style-type: none"> <li>• 5.15. Analyze the causes of the Civil War and the effects individuals and groups had on the conflict.</li> <li>• 5.20. Analyze how economic success is defined differently by various communities in the US (then, now, and in the future).</li> <li>• 5.31. Explain how groups of people are treated today and in the past is a part of what makes them who they are.</li> </ul>
		5-8 Benchmark 1-C. World: compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration	<ul style="list-style-type: none"> <li>• 5.19. Explore examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events.</li> <li>• 6.30. Analyze the impact that the Agricultural Revolution had on hunter-gatherers and nomadic peoples.</li> </ul>
		5-8 Benchmark 1-D. Skills: research historical events and people from a variety of perspectives	<ul style="list-style-type: none"> <li>• 5.13. Examine history from the perspective of the participants.</li> <li>• 5.16. Create and use a chronological sequence of related events and timelines to organize and analyze cause and effect relationships.</li> <li>• 5.17. Use primary and secondary sources to acquire historical information.</li> <li>• 5.18. Explain the connections among historical contexts and people's perspectives during major historical events in the US.</li> </ul>
Geography	Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.	5-8 Benchmark 2-A: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues	<ul style="list-style-type: none"> <li>• 5.23. Demonstrate how physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.</li> <li>• 5.24. Using maps and globes, identify the regions within the Western Hemisphere and locate major physical features within each region.</li> <li>• 5.26. Use geographic and place-based vocabulary to communicate locations and navigate from one place to another</li> </ul>
		5-8 Benchmark 2-B: explain the physical and human	<ul style="list-style-type: none"> <li>• 5.25. Demonstrate how the states are organized including time zones and the regions of the US.</li> </ul>

		characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change	<ul style="list-style-type: none"> <li>5.27. Using a map, identify and locate the 50 states in the United States and know the capitals of each state along with the surrounding U.S. territories.</li> </ul>
		5-8 Benchmark 2-C: understand how human behavior impacts man-made and natural environments, recognize past and present results and predict potential changes	<ul style="list-style-type: none"> <li>This benchmark is expanded upon in other grade levels. <a href="#">For example.</a></li> </ul>
		5-8 Benchmark 2-D: explain how physical processes shape the earth's surface patterns and biosystems:	<ul style="list-style-type: none"> <li>This benchmark is expanded upon in other grade levels. <a href="#">For example.</a></li> </ul>
		5-8 Benchmark 2-E: explain how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict	<ul style="list-style-type: none"> <li>5.28. Examine how the physical environment influences human population distribution and land use.</li> </ul>
		5-8 Benchmark 2-F: understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution and relative importance of resources	<ul style="list-style-type: none"> <li>This benchmark is expanded upon in other grade levels. <a href="#">For example.</a></li> </ul>
Civics and Government	Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the	5-8 Benchmark 3-A: demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national)	<ul style="list-style-type: none"> <li>5.6. Identify challenges and opportunities when taking action to address problems, including predicting possible results.</li> <li>5.8. Identify and explain the structure and function of the three branches of government.</li> </ul>
		5-8 Benchmark 3-B: explain the	<ul style="list-style-type: none"> <li>5.29. Identify the beliefs, experiences, perspectives,</li> </ul>



	founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.	significance of symbols, icons, songs, traditions and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity	and values that form points of view about civic issues.
		5-8 Benchmark 3-C: compare political philosophies and concepts of government that became the foundation for the American revolution and the United States government	<ul style="list-style-type: none"> <li>• 5.9. Analyze how different individuals and groups influenced the creation and interpretation of the foundational documents.</li> <li>• 5.10. Explain how the principles of the Declaration of Independence became unifying ideas of American Democracy.</li> <li>• 5.11. Evaluate how the Bill of Rights shaped the rights of U.S. Citizens.</li> <li>• 5.12. Describe how inequity in the United States laid the foundation for conflict that continues today</li> </ul>
		5-8 Benchmark 3-D: explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes and countries	<ul style="list-style-type: none"> <li>• 5.7. Use a range of consensus-building and democratic procedures to make decisions about and act on civic problems in the classroom.</li> </ul>
Economics	Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.	5-8 Benchmark 4-A: explain and describe how individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating	<ul style="list-style-type: none"> <li>• This benchmark is expanded upon in other grade levels. <a href="#">For example</a>.</li> </ul>
		5-8 Benchmark 4-B: explain how economic systems impact the way individuals, households,	<ul style="list-style-type: none"> <li>• 5.21. Identify and compare the major natural resources of the United States, Canada, Mexico, and Caribbean or South American countries, and determine the major</li> </ul>

		businesses, governments and societies make decisions about resources and the production and distribution of goods and services	industries of those countries in relation to available resources. <ul style="list-style-type: none"><li>5.22. Examine products that are imported and exported into markets within the United States based on demand for these products, noting how this affects the United States economy.</li></ul>
		5-8 Benchmark 4-C: describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world	<ul style="list-style-type: none"><li>This benchmark is expanded upon in other grade levels. <a href="#">For example.</a></li></ul>
There are no equivalent standards in the current social studies standards.			<ul style="list-style-type: none"><li>5.1. Identify the disciplinary concepts and ideas associated with a compelling question.</li><li>5.2. Use supporting questions to help answer the compelling question in an inquiry.</li><li>5.3. Determine the credibility of multiple sources.</li><li>5.4. Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</li><li>5.5. With teacher direction, construct responses to compelling questions supported by reasoning and evidence.</li></ul>

## Secondary

### 6th Grade

Current Standards			Proposed Standards
Discipline	Content Standard	Benchmark	Performance Standard
History	Content Standard I: Students are able to identify important	5-8 Benchmark 1-A. New Mexico: explore and explain how people and events have influenced the	<ul style="list-style-type: none"> <li>6.15. Describe the many facets of student identity (including family history and culture) and how they are connected to the collective history and culture of other</li> </ul>

<p>people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.</p>	<p>development of New Mexico up to the present day</p>	<p>people in their self-identified affinity groups.</p> <ul style="list-style-type: none"> <li>6.16. Identify their family and personal cultural identity, determine how they want to present themselves to the world, and brainstorm how to address negative perceptions.</li> </ul>
	<p>5-8 Benchmark 1-B. United States: analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the civil war and reconstruction in United States history</p>	<ul style="list-style-type: none"> <li>6.22. Explain how the treatment of people (past and present) shaped group identities and cultures.</li> </ul>
	<p>5-8 Benchmark 1-C. World: compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration</p>	<ul style="list-style-type: none"> <li>6.23. Identify the social structures of early humans.</li> <li>6.26. Compare cultural and technological innovations of one Mesoamerican and one South American civilization.</li> <li>6.27. Compare cultural, political, and religious characteristics of early river valley civilizations.</li> <li>6.35. Evaluate the lasting impact of philosophy, art, science, and technology of Classical Greece, Rome, India, and China.</li> <li>6.36. Evaluate the factors that allowed classical civilizations to thrive.</li> <li>6.37. Identify the political and social issues that lead to the development of new philosophies during the classical period.</li> <li>6.38. Compare strategies used by classical civilizations to maintain their empires.</li> <li>6.39. Compare causes of decline in the Roman, Han, and Gupta empires.</li> <li>6.40. Describe the interactions of religious and philosophical perspectives and explain their impact on European, Asian, and Middle Eastern societies during the classical period.</li> <li>6.43. Analyze the significance of innovations such as scientific, mathematical, and technological in Middle Eastern and Asian societies.</li> </ul>

			<ul style="list-style-type: none"> <li>• 6.44. Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the postclassical period.</li> <li>• 6.45. Explain what led to the emergence of European feudalism.</li> <li>• 6.52. Examine instances of conflict, oppression, human rights violations, and genocide in Medieval times as well as responses to these violations.</li> <li>• 6.53. Analyze social, political, and economic effects of the Black Death on Europe.</li> <li>• 6.54. Examine and explain how the perspectives and encounters between Christians, Muslims, and Jews impacted individuals and society.</li> </ul>
		5-8 Benchmark 1-D. Skills: research historical events and people from a variety of perspectives	<ul style="list-style-type: none"> <li>• 6.1. Distinguish primary and secondary sources by correctly identifying the author, type of document and date of publication of the text in relation to the historical event described in the text.</li> <li>• 6.2. Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers.</li> <li>• 6.4. Pose self-generated relevant questions to be answered by historical inquiry that allow for multiple avenues of exploration.</li> <li>• 6.5. Identify where and how to locate sources to best answer a research question.</li> <li>• 6.6. Distinguish among fact, opinion, and reasoned judgement in a source. Identify the author's/ authors' perspectives and possible biases.</li> <li>• 6.8. Evaluate the credibility of a source by determining its relevance and intended use.</li> <li>• 6.9. Formulate a claim based on evidence from primary and secondary sources in response to a question.</li> <li>• 6.10. Support a claim using a variety of sources and perspectives</li> <li>• 6.11. Cite specific textual evidence to support analysis of primary and secondary sources</li> <li>• 6.12. Use primary and secondary sources to analyze conflicting and diverse points of views on a certain</li> </ul>

			<p>topic.</p> <ul style="list-style-type: none"> <li>6.13. Use applicable presentation technology to communicate research findings or other significant information.</li> <li>6.14. Create maps, charts, infographics or digital media that communicate research findings or other significant information</li> <li>6.20. Identify how differences and similarities between diverse groups impact perspectives</li> <li>6.21. Demonstrate relationships between personal events and historical events.</li> </ul>
Geography	Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.	5-8 Benchmark 2-A: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues	<ul style="list-style-type: none"> <li>6.7. Identify inherent bias in maps.</li> <li>6.18. Create and use maps, globes, and graphs to gather, analyze, and report geographic information.</li> <li>6.49. Use maps to represent the movement of key religions and philosophies over time.</li> <li>6.51. Use maps to explain how encounters and exchanges linked the world.</li> </ul>
		5-8 Benchmark 2-B: explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change	<ul style="list-style-type: none"> <li>6.25. Compare environmental and geographic attributes of locations of the earliest human settlements.</li> </ul>
		5-8 Benchmark 2-C: understand how human behavior impacts man-made and natural environments, recognize past and present results and predict potential changes	<ul style="list-style-type: none"> <li>6.42. Explain the reasons for the expansion of trade routes and territories in Sub-Saharan regions.</li> </ul>
		5-8 Benchmark 2-D: explain how physical processes shape the earth's surface patterns and	<ul style="list-style-type: none"> <li>6.19. Identify how natural forces shape Earth's environments and regions</li> </ul>

		biosystems:	
		5-8 Benchmark 2-E: explain how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict	<ul style="list-style-type: none"> <li>6.50. Compare the transportation innovations made to travel over challenging routes and establish trade routes.</li> </ul>
		5-8 Benchmark 2-F: understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution and relative importance of resources	<ul style="list-style-type: none"> <li>6.28. Describe how the local environment impacts cultures and technology.</li> <li>6.29. Describe how the people impact the local environment.</li> </ul>
Civics and Government	Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.	5-8 Benchmark 3-A: demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national)	<ul style="list-style-type: none"> <li>6.31. Describe cultural and political structures in classical eastern societies.</li> <li>6.32. Describe cultural and political structures in classical western societies.</li> </ul>
		5-8 Benchmark 3-B: explain the significance of symbols, icons, songs, traditions and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity	<ul style="list-style-type: none"> <li>This benchmark is expanded upon in other grade levels. <a href="#">For example.</a></li> </ul>
		5-8 Benchmark 3-C: compare political philosophies and concepts of government that became the foundation for the American revolution and the United States government	<ul style="list-style-type: none"> <li>6.33. Compare and contrast classical forms of government and political structure to our current United States government and political structure.</li> </ul>
		5-8 Benchmark 3-D: explain how individuals have rights and	<ul style="list-style-type: none"> <li>6.17. Explain the challenges and opportunities people face when taking action to address problems.</li> </ul>



		responsibilities as members of social groups, families, schools, communities, states, tribes and countries	<ul style="list-style-type: none"><li>6.34. Identify rights and responsibilities of citizens and noncitizens in civic participation within the governmental systems such as monarchy, democracy, republic, and oligarchy.</li></ul>
Economics	Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.	5-8 Benchmark 4-A: explain and describe how individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating	<ul style="list-style-type: none"><li>6.41. Describe the distribution of resources among classes in the feudal hierarchy of European and Asian societies.</li><li>6.24. Analyze the economic impact that surpluses of food and goods have on the growth of civilizations.</li></ul>
		5-8 Benchmark 4-B: explain how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services	<ul style="list-style-type: none"><li>6.46. Describe how trade networks and the transfer of goods and ideas linked post-classical societies.</li><li>6.47. Explain the role of trade in the development and growth of societies.</li></ul>
		5-8 Benchmark 4-C: describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world	<ul style="list-style-type: none"><li>6.46. Describe how trade networks and the transfer of goods and ideas linked post-classical societies.</li><li>6.47. Explain the role of trade in the development and growth of societies.</li><li>6.48. Explain how the interaction between producers and consumers in the trade networks satisfied economic wants and needs.</li></ul>
There are no equivalent standards in the current social studies standards.			<ul style="list-style-type: none"><li>6.3. Categorize questions as compelling (main topic) or supporting questions.</li></ul>

## 7th Grade

Current Standards			Proposed Standards
Discipline	Content Standard	Benchmark	Performance Standard
History	Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.	5-8 Benchmark 1-A. New Mexico: explore and explain how people and events have influenced the development of New Mexico up to the present day	<ul style="list-style-type: none"> <li>• 7.25. Make connections between the past and modern events from the local, territorial, state, and/or sovereign nations' perspective and predict how the future may be impacted.</li> <li>• 7.26. Analyze how groups maintain their cultural heritage and how we see this heritage through the symbols, traditions, and culture of our state</li> <li>• 7.27. Define and explain the present demographics of our state</li> <li>• 7.28. Evaluate how society's responses to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.</li> <li>• 7.37. Describe the similarities and differences between nomadic and semi-nomadic lifestyles.</li> <li>• 7.43. Identify the housing and religious structures of both the Navajo and Apache.</li> <li>• 7.44. Compare and contrast Athabascan technology, agricultural practices, and settlement patterns with those of the Pueblos.</li> <li>• 7.45. Discuss the importance of resource shortages on the lifestyles of the Mogollon and Ancestral Puebloans.</li> <li>• 7.46. Create research questions about art/architecture of the Mogollon and/or the Pueblo Ancestors.</li> <li>• 7.47. Create a model of Mogollon and/or Pueblo art/architecture.</li> <li>• 7.69. Discuss, debate, or hold academic conversations about both positive and negative evidence of Spanish influence in New Mexico today.</li> <li>• 7.70. Describe key figures that have made significant</li> </ul>

			<p>contributions to an individual culture.</p> <ul style="list-style-type: none"> <li>• 7.71. Explore personal, familial, and societal cultures in the modern day.</li> <li>• 7.78. Analyze primary and secondary to explain what impact Mexican Independence had on (the area) that would become) New Mexico.</li> <li>• 7.79. Generate an evidence-based argument that demonstrates how troubles between Texas and the government of Mexico impacted New Mexico.</li> <li>• 7.92. Compare and contrast primary and secondary sources in conjunction with modern-era events to explore the impact of land ownership throughout New Mexico History.</li> <li>• 7.95. Evaluate New Mexico's transition into a US territorial government from the perspectives of the various groups residing in the territory at the time.</li> <li>• 7.100. Describe how cultures were challenged by the coming of new groups to New Mexico.</li> <li>• 7.101. Identify causes and consequences that gave rise to U.S. government policies impacting the territory of New Mexico.</li> <li>• 7.102. Use a variety of sources to contextualize and explain the impact of localized conflicts and other events throughout New Mexico.</li> </ul>
		5-8 Benchmark 1-B. United States: analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the civil war and reconstruction in United States history	<ul style="list-style-type: none"> <li>• 7.48. Analyze who have been key figures that have contributed to an individual culture, and what they did.</li> <li>• 7.49. Describe the relationship between their cultural heritage(s) and their personal identity/ identities.</li> <li>• 7.57. Describe the interactions between the Spaniards and Indigenous Peoples.</li> <li>• 7.58. Use primary and secondary sources to explain the political and religious motivations of Spaniards as they encounter the land and peoples of the Americas.</li> <li>• 7.59. Compare the patterns of exploration, destruction and occupation of the Americas by Spaniards.</li> <li>• 7.68. Compare and contrast the revolts and resistance movements under Spanish rule.</li> <li>• 7.73. Examine how conflict over land, culture, and</li> </ul>

			<p>social class led to Mexican independence from Spain.</p> <ul style="list-style-type: none"> <li>• 7.80. Cite textual evidence to interpret the factors that led to resistance and rebellion in Mexico during this time, and debate the aftermath.</li> <li>• 7.81. Compare historians' interpretations of the reasons for the Texas-Santa Fe Expedition.</li> <li>• 7.89. Support a claim about the intent of the United States in its westward expansion.</li> <li>• 7.90. Evaluate the significance of short- and long-range trails throughout the lands gained in the Mexican Cession.</li> <li>• 7.91. Categorize causes and consequences of the U.S. military invasion of Mexico.</li> </ul>
		5-8 Benchmark 1-C. World: compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration	<ul style="list-style-type: none"> <li>• 7.62. Use figurative language to describe the relationship between a nation-state and its colonies.</li> <li>• 7.63. Hypothesize how the policies of the Spanish monarchy in New Spain interacted with other societies in the region.</li> <li>• 7.64. Use primary sources to identify formal and informal actions that impacted local, tribal, and Spanish empirical economies during this time period.</li> </ul>
		5-8 Benchmark 1-D. Skills: research historical events and people from a variety of perspectives	<ul style="list-style-type: none"> <li>• 7.3. Identify, locate, and gather reliable and relevant primary and secondary sources from a variety of media, such as print, digital, multimedia, artifacts, and oral traditions.</li> <li>• 7.4. Evaluate primary and secondary sources for fact, opinion, author's bias, perspective of the creator, and relevance to the topic.</li> <li>• 7.5. Analyze various forms of media to identify polarizing language, logical fallacy, and reasonable judgment.</li> <li>• 7.6. Use a coherent system or structure to evaluate the credibility of a source by determining its relevance and intended use.</li> <li>• 7.7. Use primary and secondary sources to develop an argument and cite specific textual evidence to support the claim.</li> </ul>

			<ul style="list-style-type: none"> <li>• 7.8. Make connections between current events, historical materials, and personal experience.</li> <li>• 7.9. Present student-developed texts communicating thinking and understanding, including but not limited to written text, oral presentation, visual representation, and multimedia.</li> <li>• 7.34. Explain the importance of artifacts and oral histories in understanding how prehistoric people lived.</li> <li>• 7.35. Describe the technical limitations of historians and archaeologists studying the distant past.</li> <li>• 7.36. Explain the use of artifacts in dating and understanding the lives of prehistoric peoples.</li> </ul>
Geography	Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.	5-8 Benchmark 2-A: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues	<ul style="list-style-type: none"> <li>• 7.19. Construct maps of New Mexico based on physical and cultural features using technology resources.</li> <li>• 7.21. Select a province of New Mexico and research its distinguishing characteristics.</li> <li>• 7.55. Analyze maps and charts about the Age of Exploration to understand the movement of people, goods, and ideas across the world.</li> <li>• 7.87. Analyze maps and charts from the Western expansion period to understand interactions between multiple cultural groups.</li> <li>• 7.97. Analyze maps and charts from the Early American Territorial period to explain how differing perceptions of places, people, and resources have affected events and conditions of the past.</li> </ul>
		5-8 Benchmark 2-B: explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change	<ul style="list-style-type: none"> <li>• 7.20. Explain the physical and human characteristics of New Mexico, and use this knowledge to define the Southwest region of the U.S.</li> <li>• 7.22. Use paper and digital maps to ask and answer geographical questions about New Mexico and the Southwest region.</li> <li>• 7.65. Analyze maps and charts from the Spanish Colonial period to understand El Camino Real as a significant corridor for movement of people, goods, and ideas.</li> <li>• 7.66. Explain how differing perceptions of places,</li> </ul>

			people, and resources affected events and conditions in New Mexico during the Spanish Colonial period.
		5-8 Benchmark 2-C: understand how human behavior impacts man-made and natural environments, recognize past and present results and predict potential changes	<ul style="list-style-type: none"> <li>7.23. Describe factors affecting location of human activities, including land-use patterns for local, regional, and state communities.</li> <li>7.24. Describe how environmental events affect human activities and resources.</li> <li>7.86. Explain the role of human movement in shaping societies in New Mexico in the past and present.</li> <li>7.99. Analyze land use patterns of Americans during the territorial period in New Mexico.</li> </ul>
		5-8 Benchmark 2-D: explain how physical processes shape the earth's surface patterns and biosystems:	<ul style="list-style-type: none"> <li>This benchmark is expanded upon in other grade levels. <a href="#">For example</a>.</li> </ul>
		5-8 Benchmark 2-E: explain how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict	<ul style="list-style-type: none"> <li>7.30. Analyze patterns of migration of early people as they settled across New Mexico and the Southwest region.</li> <li>7.41. Analyze land use patterns of Ancestral Pueblo, Mogollon, and Athabaskan peoples.</li> <li>7.42. Connect cultural adaptations of the Pueblo and Diné people to today.</li> <li>7.56. Interpret the cultural differences between Spaniards and Indigenous peoples.</li> <li>7.67. Evaluate practices of land usage and ownership between Indigenous peoples and Spaniards.</li> <li>7.77. Compare various maps and/or geographical data to describe how the movement of people influenced the division and control of resources.</li> <li>7.88. Analyze land use patterns of Anglo-Americans during the American Westward expansion period.</li> <li>7.98. Explain examples of cultural diffusion into and out of New Mexico from the past and present.</li> </ul>
		5-8 Benchmark 2-F: understand the effects of interactions	<ul style="list-style-type: none"> <li>7.31. Analyze land use patterns of early humans in New Mexico and the Southwest region.</li> </ul>

		between human and natural systems in terms of changes in meaning, use, distribution and relative importance of resources	<ul style="list-style-type: none"> <li>7.32. Explain how building technologies are designed to respond to the constraints and freedoms of the environment.</li> <li>7.33. Explain how early people adapted to the environment to develop sustainable agricultural practices.</li> </ul>
Civics and Government	Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.	5-8 Benchmark 3-A: demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national)	<ul style="list-style-type: none"> <li>7.14. Explain the role of the political decision-making process at the tribal, state, and local levels of government (voting, upholding the constitution, petitioning public officials, analyzing issues, etc).</li> <li>7.15. Describe the relationships of tribal, state, and local governments with the national government under the federal system (tribal sovereignty, state constitutions, 3-branches of government, checks and balances, legislative process, etc).</li> </ul>
		5-8 Benchmark 3-B: explain the significance of symbols, icons, songs, traditions and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity	<ul style="list-style-type: none"> <li>7.10. Engage in academic discussions analyzing multiple viewpoints on public issues.</li> </ul>
		5-8 Benchmark 3-C: compare political philosophies and concepts of government that became the foundation for the American revolution and the United States government	<ul style="list-style-type: none"> <li>7.51. Compare and contrast global and historical government systems to the US federal system.</li> <li>7.83. Analyze US policies on expansion into the Southwest, including how they reflected US civic ideals of the time and conflicted with existing inhabitants of the region.</li> </ul>
		5-8 Benchmark 3-D: explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes and countries	<ul style="list-style-type: none"> <li>7.13. Engage in positive civic behaviors to make decisions and take action in classrooms, schools, and communities.</li> <li>7.38. Describe the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.</li> </ul>

Economics	Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.	5-8 Benchmark 4-A: explain and describe how individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating	<ul style="list-style-type: none"> <li>• 7.16. Explain how tribal, state, and local government agencies work to sustain resources in New Mexico.</li> <li>• 7.17. Discuss New Mexico's economic limitations, barriers to development, and successes.</li> <li>• 7.18. Examine the pros and cons of economic development in New Mexico.</li> <li>• 7.52. Demonstrate the impact of competition and/or cooperation as people gather and use resources.</li> <li>• 7.75. Use and create charts, graphs, and infographics to demonstrate connections between the economy of New Mexico and Mexico during the Mexican period.</li> <li>• 7.84. Identify activities that had an impact on territorial and Indigenous economies.</li> <li>• 7.85. Investigate the correlation between the territorial and Indigenous economies considering how they are impacted by federal policies.</li> </ul>
		5-8 Benchmark 4-B: explain how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services	<ul style="list-style-type: none"> <li>• 7.29. Demonstrate how early humans compete and/or cooperate to gather and use resources.</li> <li>• 7.39. Summarize the relationship between specialization and interdependence.</li> <li>• 7.53. Use primary and secondary sources to explain the economic motivation of Spaniards as they enter the lands of and interact with the peoples of the Americas.</li> <li>• 7.74. Identify and summarize the relationship between specialization and interdependence.</li> <li>• 7.96. Use and create charts, graphs, and infographics to demonstrate the economy of territorial New Mexico from various perspectives such as wealthy/poor and immigrant/Indigenous, etc.</li> </ul>
		5-8 Benchmark 4-C: describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world	<ul style="list-style-type: none"> <li>• 7.40. Explain barriers to trade and how those barriers influence trade among individual people and cultural groups</li> <li>• 7.54. Use and create charts, graphs, and infographics to demonstrate connections between the economy of Spain and those of indigenous people.</li> <li>• 7.76. Investigate the use of trade routes and systems to analyze the economic impact they had on New Mexico</li> </ul>



			as well as those who traded with New Mexicans.
There are no equivalent standards in the current social studies standards.			<ul style="list-style-type: none"> <li>• 7.1. Develop compelling (big idea) questions about a relevant topic of interest.</li> <li>• 7.2. Create supporting questions from credible sources to expand upon the compelling question.</li> <li>• 7.11. Examine the relationship between stereotypes, bias, and group identity.</li> <li>• 7.12. Explore opportunities to be an ally and describe ways in which stereotyping can be a barrier to acting as an ally.</li> <li>• 7.50. Identify what students want the world to see when their culture is on display, and how to address negative perceptions.</li> <li>• 7.60. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.</li> <li>• 7.61. Brainstorm ways in which New Mexicans might heal from past and current injustices.</li> <li>• 7.72. Discuss how individuals want to be perceived when their culture is on display, and conclude how to address stereotypes.</li> <li>• 7.82. Use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups.</li> <li>• 7.93. Identify how stereotyping influences social perspectives about members of a group.</li> <li>• 7.94. Develop a claim about the extent to which identity can be modified by personal choice or external forces.</li> <li>• 7.103. Identify, explore, and describe the traditions, rites, and norms of the groups to which the student identifies as belonging; and explain how these traditions, rights, and norms may have changed over time.</li> </ul>

## 8th Grade

Current Standards			Proposed Standards
Discipline	Content Standard	Benchmark	Performance Standard
History	Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.	5-8 Benchmark 1-A. New Mexico: explore and explain how people and events have influenced the development of New Mexico up to the present day	<ul style="list-style-type: none"> <li>This benchmark is expanded upon in other grade levels. <a href="#">For example.</a></li> </ul>
		5-8 Benchmark 1-B. United States: analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the civil war and reconstruction in United States history	<ul style="list-style-type: none"> <li>8.30. Support a claim about how knowledge and perspectives of Indigenous peoples of North America, and Indigenous Peoples around the world, have the potential to inform solutions to global problems.</li> <li>8.38. Use evidence from primary and secondary sources to compare and contrast the impacts of European colonization on Indigenous populations.</li> <li>8.41. Compare and contrast the efforts of the American and British governments to gain the services of African Americans during the American Revolutionary War.</li> <li>8.42. Evaluate the incentives for supporting the British or American side from the perspective of enslaved and free African Americans before and during the American Revolution.</li> <li>8.44. Develop a claim about how opinions regarding the Proclamation Line of 1763 might have varied depending on an individual's occupation and geographic location.</li> <li>8.45. Evaluate the effectiveness of Native American alliances during and after the American Revolutionary War as a tool to support tribal sovereignty.</li> <li>8.46. Use primary and secondary sources to evaluate an instructor-generated claim about the significance of the 7 Years' War (French and Indian War).</li> <li>8.47. Synthesize text and non-text evidence to</li> </ul>

			<p>persuasively express a perspective on the events leading to the American Revolution.</p> <ul style="list-style-type: none"> <li>• 8.49. Develop research questions about the role of religion in the 13 colonies and its impact on nascent American identity (identidad Estadounidense); and hypothesize how gender roles were impacted by the role of religion in the 13 colonies.</li> <li>• 8.50. Use primary source texts and artifacts as evidence to describe daily life in the 13 Colonies by featuring individuals with diverse identities and different perspectives.</li> <li>• 8.51. Generate historically relevant questions and hypothesize sources needed to make an argument about diverse individuals' ability to participate in the war effort (for either side).</li> <li>• 8.57. Support a claim about the influence of diverse ideologies on politics, society, and culture in early U.S. history.</li> <li>• 8.58. Analyze a variety of art media to create an argument about the development of American national identity.</li> <li>• 8.61. Compare and contrast Indigenous Peoples' assimilation story with later immigrants' stories.</li> <li>• 8.62. Analyze the motivations and impacts of western expansion and the settlement of the United States.</li> <li>• 8.63. Use graphic organizers to illustrate the causes and effects of the Mexican American War and its consequences on residents living in the "new" U.S. Territories.</li> <li>• 8.64. Use maps and other primary sources (such as the Treaty of Guadalupe Hidalgo) to examine determination of geophysical and geopolitical boundaries between the U.S. and Mexico.</li> <li>• 8.65. Evaluate the efficacy of formal US policies of expansion, their effects on Sovereign Tribal Nations' ability to self-govern, and Indigenous resistance efforts to preserve tribal sovereignty.</li> <li>• 8.66. Describe immigrant and emigrant groups according to gender composition and develop a claim</li> </ul>
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			<p>regarding the impact that gender (dis)proportionality had on immigrant/emigrant community's culture.</p> <ul style="list-style-type: none"> <li>• 8.67. Identify and explain the economic, social, and cultural differences between the North and the South.</li> <li>• 8.68. Use text evidence to support a claim about how conflicts over slavery led the North and South to war.</li> <li>• 8.69. Use primary and secondary sources to examine how enslaved people adapted within and resisted their captivity.</li> <li>• 8.70. Develop a claim to illustrate how an event of the Sectionalism and Reform Era helps modern students understand current issues and events.</li> <li>• 8.72. Summarize a significant economic warfare initiative of the Civil War through creative expression</li> <li>• 8.73. Explain how Union Army strategies and other socio-economic changes at the end of the Civil War led to an economic depression in the Southeast United States.</li> <li>• 8.74. Generate research questions, brainstorm sources, and gather evidence to evaluate a claim about the significance of the Battle of Glorieta Pass in the Western Campaign of the American Civil War (Guerra Civil Estadounidense).</li> <li>• 8.75. Use examples to support an argument about the importance of science and technology during the Civil War period.</li> <li>• 8.76. Identify and correct misconceptions about the Emancipation Proclamation.</li> <li>• 8.77. Use primary and secondary sources to make an argument about the impact of the Western Campaign on Indigenous peoples.</li> <li>• 8.79. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout early U.S. history.</li> <li>• 8.81. Describe how the Ku Klux Klan and other white supremacist organizations in the United States arose with the intention of maintaining the oppression of specific groups through informal institutions.</li> <li>• 8.82. Use data to describe demographic shifts as a</li> </ul>
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			<p>consequence of the Civil War and Reconstruction.</p> <ul style="list-style-type: none"> <li>• 8.83. Use an artistic medium or multimedia project to describe the contemporary and current significance of Juneteenth.</li> <li>• 8.84. Investigate the causes and effects of diverse ideologies on politics, society, and culture that are associated with immigration and migration.</li> <li>• 8.85. Analyze the benefits and challenges that are associated with rapidly growing urban areas as a result of industrialization.</li> <li>• 8.86. Identify immigration and emigration factors that motivated groups to move to and within the United States during time periods of mass immigration.</li> <li>• 8.87. Analyze the development of the women's suffrage movement over time and its legacy.</li> <li>• 8.88. Make personal connections to immigration stories and experiences-- both in the past and present.</li> <li>• 8.89. Examine both sides in debate or academic discussion of politics in response to immigration.</li> </ul>
		5-8 Benchmark 1-C. World: compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration	<ul style="list-style-type: none"> <li>• 8.31. Describe the causes of exploration and expansion into the Americas, by the Europeans during the 15th Century.</li> <li>• 8.32. Identify key explorers, places, and ideas from major European nations of the 15th century, and be able to describe their accomplishments.</li> <li>• 8.39. Discuss the interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations in the colonial period.</li> <li>• 8.48. Compare and contrast the causes, demographics, and results of the American Revolution with those of later revolutions inspired by the American revolution.</li> <li>• 8.71. Generate research questions about the nature of civil wars in general, and the role of border states/ territories in the US Civil War specifically.</li> </ul>
		5-8 Benchmark 1-D. Skills: research historical events and people from a variety of	<ul style="list-style-type: none"> <li>• 8.1. Develop compelling (big idea) questions about a relevant topic of interest.</li> <li>• 8.2. Create supporting questions from credible sources</li> </ul>

		perspectives	<p>to expand upon the compelling question.</p> <ul style="list-style-type: none"> <li>• 8.3. Identify, locate, and gather reliable and relevant primary and secondary sources from a variety of media, such as print, digital, multimedia, artifacts, and oral traditions.</li> <li>• 8.4. Evaluate primary and secondary sources for the author's bias, perspective of the creator, and relevance to the topic.</li> <li>• 8.6. Use a coherent system or structure to evaluate the credibility of a source by determining its relevance and intended use.</li> <li>• 8.7. Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers.</li> <li>• 8.8. Formulate a claim based on evidence from primary and secondary sources in response to a question</li> <li>• 8.9. Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>• 8.10. Use primary and secondary sources to analyze conflicting and diverse points of views on a certain topic.</li> <li>• 8.11. Make connections between current events, historical materials and personal experience.</li> <li>• 8.12. Examine how and why diverse groups have been denied equality and opportunity both institutionally and informally.</li> <li>• 8.13. Engage in discussion, debate, or academic conversation analyzing multiple viewpoints on public issues.</li> <li>• 8.14. Create maps, charts, infographics, or other visual media that communicate research findings or other significant information digitally or on paper.</li> <li>• 8.15. Develop informational texts, including analyses of historical and current events.</li> <li>• 8.16. Create historical fiction texts that accurately portray historical people, places, events, and ideologies of the time in order to examine history from the perspective of the participants.</li> <li>• 8.17. Use applicable presentation technology to</li> </ul>
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			<p>communicate research findings or other significant information.</p> <ul style="list-style-type: none"> <li>• 8.18. Conduct a research project to answer a self-generated question of historical significance, and apply problem-solving skills for historical research, to include: use of primary and secondary sources; sequencing, collecting, interpreting and applying information; gathering and validating materials that present a variety of perspectives; documenting sources in a structured, systematic way; communicating findings in a medium of the student's choice</li> <li>• 8.29. Draw a diagram or make a model to illustrate a non-text method an Indigenous person or group of Indigenous people have employed to record and preserve their history/ histories.</li> <li>• 8.80. Describe why different people may have different perspectives of the same historical event; multiple interpretations should be considered in order to avoid historical linearity and inevitability.</li> <li>• 8.90. Examine history from the perspective of the participants by presenting an original historical fiction piece to profile an immigrant's experience, including the impact of anti-immigrant policies.</li> </ul>
Geography	Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.	5-8 Benchmark 2-A: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues	<ul style="list-style-type: none"> <li>• 8.5. Identify inherent bias in maps and analyze how they impact cultural memory.</li> <li>• 8.34. Synthesize information from two or more different types of maps to support a claim about the global context of colonization.</li> <li>• 8.35. Use a topographic or climate map to create a geographic argument about how economic specialization developed in the 13 colonies based on natural resource availability.</li> <li>• 8.40. Use maps and other primary sources to analyze the economic specializations of the 13 colonies.</li> <li>• 8.43. Use population, topographical, and political maps (as well as supporting texts) to generate questions about why the Proclamation Line of 1763 was established.</li> </ul>

		5-8 Benchmark 2-B: explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change	<ul style="list-style-type: none"> <li>8.24. Use digital literacy to research and create a presentation about a specific Sovereign Tribal Nation or Indigenous Peoples group of North America through the five themes of geography: location, place, movement, human-environment interaction, and region.</li> <li>8.25. Identify the major rivers, mountain ranges, and climatic regions of North America within the lands now known as the United States, Canada, the Caribbean, and Mexico.</li> <li>8.60. Describe a human-created environmental concern related to western expansion, including different contemporary perspectives and other historical context from this period.</li> </ul>
		5-8 Benchmark 2-C: understand how human behavior impacts man-made and natural environments, recognize past and present results and predict potential changes	<ul style="list-style-type: none"> <li>8.36. Identify immigration and emigration factors that motivated groups to move to and within North America through the lens of the 13 colonies and the movement of people there.</li> <li>8.37. Engage in academic discussion around how the ideas and belief systems related to land and resource use impacted the experiences of Indigenous Peoples and colonizers.</li> </ul>
		5-8 Benchmark 2-D: explain how physical processes shape the earth's surface patterns and biosystems	<ul style="list-style-type: none"> <li>8.28. Explain how human activities and physical processes influence change in ecosystems.</li> </ul>
		5-8 Benchmark 2-E: explain how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict	<ul style="list-style-type: none"> <li>8.26. Give specific examples to illustrate how one Indigenous culture or many Indigenous cultures in one region have been shaped by their environment and natural resources available to them.</li> <li>8.27. Define a region by identifying its human and physical features.</li> </ul>
		5-8 Benchmark 2-F: understand the effects of interactions between human and natural systems in terms of changes in	<ul style="list-style-type: none"> <li>This benchmark is expanded upon in other grade levels. <a href="#">For example.</a></li> </ul>



		meaning, use, distribution and relative importance of resources	
Civics and Government	Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.	5-8 Benchmark 3-A: demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national)	<ul style="list-style-type: none"> <li>8.59. Identify policies of this era that define the relationship between federal, state, and tribal governments through treaties, court decisions, and land acquisition statutes.</li> </ul>
		5-8 Benchmark 3-B: explain the significance of symbols, icons, songs, traditions and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity	<ul style="list-style-type: none"> <li>This benchmark is expanded upon in other grade levels. <a href="#">For example.</a></li> </ul>
		5-8 Benchmark 3-C: compare political philosophies and concepts of government that became the foundation for the American revolution and the United States government	<ul style="list-style-type: none"> <li>8.52. Examine how challenges the government faced as a result of the Articles of Confederation resolved at the Constitutional Convention.</li> <li>8.53. Make a claim to evaluate how individuals and groups addressed specific problems at various levels to form a new republic.</li> <li>8.54. Identify parallels in language or intent (construct or content) between Enlightenment philosophies and the ideas expressed in the Declaration of Independence.</li> <li>8.55. Cite specific examples of precedents established in the Early Republic that impact American lives today.</li> <li>8.56. Critically read the Bill of Rights and supporting texts to determine which narratives were excluded from the original document; and use text evidence from the Bill of Rights and supporting texts to support a student developed argument by citing specific evidence to track whose rights were added over time.</li> </ul>
		5-8 Benchmark 3-D: explain how individuals have rights and responsibilities as members of	<ul style="list-style-type: none"> <li>8.78. Discuss the impact of significant legislation and judicial precedents in formally perpetuating systemic oppression during the Reconstruction Era.</li> </ul>

		social groups, families, schools, communities, states, tribes and countries	
Economics	Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.	5-8 Benchmark 4-A: explain and describe how individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating	<ul style="list-style-type: none"><li>8.33. Draw diagrams or make models to illustrate significant contemporary economic theories and their connection to the European colonization of the Western Hemisphere.</li></ul>
		5-8 Benchmark 4-B: explain how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services	<ul style="list-style-type: none"><li>This benchmark is expanded upon in other grade levels. <a href="#">For example.</a></li></ul>
		5-8 Benchmark 4-C: describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world	<ul style="list-style-type: none"><li>This benchmark is expanded upon in other grade levels. <a href="#">For example.</a></li></ul>
There are no equivalent standards in the current social studies standards.			<ul style="list-style-type: none"><li>8.19. Describe the many facets of their identity (including family history and culture) and how they are connected to the collective history and culture of other people in their self-identified affinity groups.</li><li>8.20. Identify facets of personal identity, determine how they want to present themselves to the world as a person belonging to an identity group, and brainstorm how to address negative perceptions.</li><li>8.21. Describe ways in which stereotyping can be a barrier to acting as an ally and engaging in positive</li></ul>

	<p>civic behaviors in classrooms, schools, and the broader community.</p> <ul style="list-style-type: none"> <li>• 8.22. Explain the challenges and opportunities people face when taking action to address problems, including predicting possible results.</li> <li>• 8.23. Synthesize historical and local knowledge to take age-appropriate action towards mending, healing, and transforming the future.</li> </ul>
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### High School Civics

Current Standards			Proposed Standards
Discipline	Content Standard	Benchmark	Performance Standard
History	Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.	9-12 Benchmark 1-A. New Mexico: analyze how people and events of New Mexico have influenced United States and world history since statehood	<ul style="list-style-type: none"> <li>• The full set of 9-12 history standards can be found at: <ul style="list-style-type: none"> <li>◦ <a href="#">9-12 U.S. History</a></li> <li>◦ <a href="#">9-12 World History</a></li> <li>◦ <a href="#">9-12 New Mexico History</a></li> </ul> </li> </ul>
		9-12 Benchmark 1-B. United States: analyze and evaluate the impact of major eras, events and individuals in United States history since the civil war and reconstruction	<ul style="list-style-type: none"> <li>• 9-12.Civ.20. Use data and evidence from multiple perspectives related to federal policy toward Indigenous groups to develop an understanding of Indigenous/U.S. relations over time</li> </ul>
		9-12 Benchmark 1-C. World: analyze and interpret the major eras and important turning points in world history from the age of enlightenment to the present, to develop an understanding of the complexity of the human experience	<ul style="list-style-type: none"> <li>• 9-12.Civ.22. Research multiple sources to think critically about how the U.S. should conduct itself in international relations.</li> </ul>

		<p>9-12 benchmark 1-D. Skills: use critical thinking skills to understand and communicate perspectives of individuals, groups and societies from multiple contexts</p>	<ul style="list-style-type: none"> <li>• 9-12.Civ.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> <li>• 9-12.Civ.4. Evaluate the credibility of a source by examining how experts value the source.</li> <li>• 9-12.Civ.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> <li>• 9-12.Civ.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> <li>• 9-12.Civ.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> <li>• 9-12.Civ.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose.</li> <li>• 9-12.Civ.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.</li> <li>• 9-12.Civ.10. Critique the use of claims and evidence in arguments for credibility.</li> <li>• 9-12.Civ.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> <li>• 9-12.Civ.12. Apply a range of deliberative and democratic strategies and procedures to make</li> </ul>
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			<p>decisions and take action in their classrooms, schools, and out-of-school contexts.</p> <ul style="list-style-type: none"> <li>• 9-12.Civ.36. Participate in civil discourse to promote greater understanding around historical, contemporary, and future opportunities and obstacles.</li> <li>• 9-12.Civ.37. Use historical data and evidence related to various actors' interests and motivations to determine their influence on contemporary issues.</li> <li>• 9-12.Civ.39. Develop strategies for evaluating multiple perspectives about current events, and policy issues.</li> <li>• 9-12.Civ.40. Analyze historic inequalities and evaluate proposed solutions to correct them.</li> <li>• 9-12.Civ.41. Apply an effective questioning strategy to evaluate sources intended to inform the public, and consider the effects of choices made by media organizations (including internet social platforms), on elections and social movements.</li> <li>• 9-12.Civ.42. Evaluate sources and determine potential bias in the media and how that impacts government decision-making.</li> <li>• 9-12.Civ.43. Evaluate the effects of diverse ideologies and the process of political socialization on oneself and society.</li> </ul>
Geography	Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments	9-12 Benchmark 2-A: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills, and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues	<ul style="list-style-type: none"> <li>• The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 2-B: analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships and patterns of change	<ul style="list-style-type: none"> <li>• The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>

		9-12 Benchmark 2-C: analyze the impact of people, places and natural environments upon the past and present in terms of our ability to plan for the future	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 2-D: analyze how physical processes shape the earth's surface patterns and biosystems	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 2-E: analyze and evaluate how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 2-F: analyze and evaluate the effects of human and natural interactions in terms of changes in the meaning, use, distribution and importance of resources in order to predict our global capacity to support human activity	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>
Civics and Government	Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and	9-12 Benchmark 3-A: compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents	<ul style="list-style-type: none"> <li>9-12.Civ.13. Distinguish the powers and responsibilities of local, state, indigenous, national, and international civic and political institutions.</li> <li>9-12.Civ.14. Develop claims about the purpose, processes, strengths, and weaknesses of the U.S. government.</li> <li>9-12.Civ.18. Investigate relationships among governments, civil societies, and economic markets.</li> <li>9-12.Civ.19. Distinguish historical and current types and systems of government in the U.S. and abroad.</li> <li>9-12.Civ.23. Evaluate procedures for making</li> </ul>

	New Mexico constitutions and how governments function at local, state, tribal, and national levels.		<p>governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.</p> <ul style="list-style-type: none"> <li>9-12.Civ.25. Evaluate public policies in terms of intended and unintended outcomes and related consequences.</li> <li>9-12.Civ.28. Explain the unique features and processes of New Mexico's constitution.</li> <li>9-12.Civ.29. Evaluate the contributions of New Mexico's diverse populations to its governmental structure and outcomes.</li> <li>9-12.Civ.30. Investigate challenges and opportunities within and between different government entities in New Mexico.</li> <li>9-12.Civ.33. Apply civic dispositions and democratic principles when working with others.</li> </ul>
		9-12 Benchmark 3-B: analyze how the symbols, icons, songs, traditions and leaders of New Mexico and the United States exemplify ideals and provide continuity and a sense of unity	<ul style="list-style-type: none"> <li>9-12.Civ.17. Evaluate multiple sources and cite evidence investigating the relationships between equality, equity, justice, freedom, and order in American constitutional democracy.</li> <li>9-12.Civ.45. Critique leadership strategies through past and present examples of change-makers.</li> </ul>
		9-12 Benchmark 3-C: compare and contrast the philosophical foundations of the United States' political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world	<ul style="list-style-type: none"> <li>9-12.Civ.15. Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time.</li> <li>9-12.Civ.21. Evaluate the way America's founding principles and constitutional structures have influenced initiatives and revisions to foreign policy over time.</li> <li>9-12.Civ.34. Analyze founding documents and their impact on national unity over time.</li> <li>9-12.Civ.38. Evaluate how fundamental American principles have been interpreted overtime and how they currently shape policy debates.</li> </ul>
		9-12 Benchmark 3-D: understand how to exercise rights and responsibilities as citizens by participating in civic life and using	<ul style="list-style-type: none"> <li>9-12.Civ.16. Analyze the role of groups without formal decision-making power in influencing change in the U.S. government.</li> <li>9-12.Civ.24. Evaluate sources to determine how people</li> </ul>

		skills that include interacting, monitoring and influencing	<p>use and challenge local, state, national, and international laws, to address a variety of public issues.</p> <ul style="list-style-type: none"> <li>9-12.Civ.26. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good and protecting rights.</li> <li>9-12.Civ.27. Evaluate the US justice system over time and its impacts on policy, society, economics, and individual rights.</li> <li>9-12.Civ.31. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</li> <li>9-12.Civ.32. Analyze civic virtues and principles, and the role of the people in creating good governance at various levels.</li> <li>9-12.Civ.35. Evaluate the tensions between personal interests, different cultural groups, and civic responsibilities or the common good overtime.</li> <li>9-12.Civ.44. Analyze rights and obligations of citizens in the United States.</li> <li>9-12.Civ.46. Plan and demonstrate some ways in which an active citizen can effect change in the community, state, nation, or world.</li> <li>9-12.Civ.47. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Indigenous, national, and/or international government.</li> <li>9-12.Civ.48. Take informed action to improve your community.</li> </ul>
Economics	Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on	9-12 Benchmark 4-A: analyze the ways individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic and intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of	<ul style="list-style-type: none"> <li>The full set of 9-12 economics standards can be found <a href="#">here</a>.</li> </ul>



	individuals, families, businesses, communities, and governments.	allocating	
		9-12 Benchmark 4-B: analyze and evaluate how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services	<ul style="list-style-type: none"><li>• The full set of 9-12 economics standards can be found <a href="#">here</a>.</li></ul>
		9-12 Benchmark 4-C: analyze and evaluate the patterns and results of trade, exchange and interdependence between the United States and the world since 1900	<ul style="list-style-type: none"><li>• The full set of 9-12 economics standards can be found <a href="#">here</a>.</li></ul>
There are no equivalent standards in the current social studies standards.			<ul style="list-style-type: none"><li>• 9-12.Civ.1. Create compelling questions representing key ideas within the disciplines.</li><li>• 9-12.Civ.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.</li></ul>

### High School Economics

Current Standards			Proposed Standards
Discipline	Content Standard	Benchmark	Performance Standard
History	Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes,	9-12 Benchmark 1-A. New Mexico: analyze how people and events of New Mexico have influenced United States and world history since statehood	<ul style="list-style-type: none"> <li>9-12.Econ.25. Analyze how national and global economic trends and policies impact the state and local economies in New Mexico.</li> <li>9-12.Econ.26. Critique the impact of globalization on New Mexico and its citizens.</li> <li>9-12.Econ.27. Evaluate the impact of environmental externalities on New Mexican communities.</li> </ul>

	ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.		<ul style="list-style-type: none"> <li>9-12.Econ.28. Evaluate opportunities for economic diversification that can significantly impact state and local conditions.</li> </ul>
		9-12 Benchmark 1-B. United States: analyze and evaluate the impact of major eras, events and individuals in United States history since the civil war and reconstruction	<ul style="list-style-type: none"> <li>The full set of 9-12 history standards can be found at:               <ul style="list-style-type: none"> <li><a href="#">9-12 U.S. History</a></li> <li><a href="#">9-12 World History</a></li> <li><a href="#">9-12 New Mexico History</a></li> </ul> </li> </ul>
		9-12 Benchmark 1-C. World: analyze and interpret the major eras and important turning points in world history from the age of enlightenment to the present, to develop an understanding of the complexity of the human experience	<ul style="list-style-type: none"> <li>The full set of 9-12 history standards can be found at:               <ul style="list-style-type: none"> <li><a href="#">9-12 U.S. History</a></li> <li><a href="#">9-12 World History</a></li> <li><a href="#">9-12 New Mexico History</a></li> </ul> </li> </ul>
		9-12 benchmark 1-D. Skills: use critical thinking skills to understand and communicate perspectives of individuals, groups and societies from multiple contexts	<ul style="list-style-type: none"> <li>9-12.Econ.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> <li>9-12.Econ.4. Evaluate the credibility of a source by examining how experts value the source.</li> <li>9-12.Econ.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> <li>9-12.Econ.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> <li>9-12.Econ.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> </ul>

			<ul style="list-style-type: none"> <li>9-12.Econ.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data (while acknowledging the strengths and weaknesses of the explanations given its purpose).</li> <li>9-12.Econ.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.</li> <li>9-12.Econ.10. Critique the use of claims and evidence in arguments for credibility.</li> <li>9-12.Econ.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> <li>9-12.Econ.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.</li> </ul>
Geography	Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments	9-12 Benchmark 2-A: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills, and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 2-B: analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships and patterns of change	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>

		9-12 Benchmark 2-C: analyze the impact of people, places and natural environments upon the past and present in terms of our ability to plan for the future	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 2-D: analyze how physical processes shape the earth's surface patterns and biosystems	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 2-E: analyze and evaluate how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 2-F: analyze and evaluate the effects of human and natural interactions in terms of changes in the meaning, use, distribution and importance of resources in order to predict our global capacity to support human activity	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>
Civics and Government	Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and	9-12 Benchmark 3-A: compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents	<ul style="list-style-type: none"> <li>The full set of 9-12 civics and government standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 3-B: analyze how the symbols, icons, songs, traditions and leaders of New	<ul style="list-style-type: none"> <li>The full set of 9-12 civics and government standards can be found <a href="#">here</a>.</li> </ul>

	New Mexico constitutions and how governments function at local, state, tribal, and national levels.	Mexico and the United States exemplify ideals and provide continuity and a sense of unity	
		9-12 Benchmark 3-C: compare and contrast the philosophical foundations of the United States' political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world	<ul style="list-style-type: none"> <li>The full set of 9-12 civics and government standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 3-D: understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring and influencing	<ul style="list-style-type: none"> <li>The full set of 9-12 civics and government standards can be found <a href="#">here</a>.</li> </ul>
Economics	Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.	9-12 Benchmark 4-A: analyze the ways individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic and intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating	<ul style="list-style-type: none"> <li>9-12.Econ.16. Evaluate how economic principles influence choices and can produce varied outcomes for different individuals or groups.</li> <li>9-12.Econ.17. Explain how and why people make choices to improve their economic well being.</li> <li>9-12.Econ.18. Evaluate the market value of income earned through wages and other activities associated with saving, and investing.</li> <li>9-12.Econ.19. Compare the costs and benefits of saving, using credit, and or making certain types of financial investments.</li> <li>9-12.Econ.21. Analyze the production, distribution, and consumption of goods and services.</li> <li>9-12.Econ.22. Evaluate economic theories for their compatibility with democracy.</li> <li>9-12.Econ.23. Compare the advantages and disadvantages of major economic systems found around the world.</li> <li>9-12.Econ.29. Explain how buyers and sellers interact</li> </ul>

			to create markets and market structures
		9-12 Benchmark 4-B: analyze and evaluate how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services	<ul style="list-style-type: none"> <li>• 9-12.Econ.13. Apply understanding of economic concepts and systems to analyze decisionmaking and the interactions between consumers, business, government, and societies.</li> <li>• 9-12.Econ.14. Gather and evaluate sources to explain the relationship between economic decisions and environmental consequences.</li> <li>• 9-12.Econ.20. Evaluate how and why individuals choose to accept risk, reduce risk, or transfer risk to others.</li> <li>• 9-12.Econ.30. Evaluate how a variety of factors and conditions in a market determine price and the allocation of scarce goods and resources.</li> <li>• 9-12.Econ.31. Evaluate the role played by competition in the market.</li> <li>• 9-12.Econ.32. Evaluate the role of financial institutions in a market economy.</li> <li>• 9-12.Econ.33. Analyze the role of money in the economy.</li> <li>• 9-12.Econ.34. Critique specific government policies/regulations initiated to improve market outcomes and the consequences, both intended and unintended experienced by individuals, business, communities, and states.</li> <li>• 9-12.Econ.35. Generate possible explanations for a government role in markets when market inefficiencies exist.</li> <li>• 9-12.Econ.36. Evaluate the causes and implications of market failures.</li> <li>• 9-12.Econ.37. Explain how governments establish the rules and institutions in which markets operate at the local, state, tribal, national and international levels.</li> <li>• 9-12.Econ.39. Evaluate how fiscal and monetary policy choices have economic consequences for different stakeholders in a variety of economic conditions.</li> <li>• 9-12.Econ.41. Explain the effect of advancements in technology and training on economic growth and</li> </ul>

			<p>standards of living.</p> <ul style="list-style-type: none"> <li>9-12.Econ.45. Analyze why a country might participate in global trade.</li> </ul>
		<p>9-12 Benchmark 4-C: analyze and evaluate the patterns and results of trade, exchange and interdependence between the United States and the world since 1900</p>	<ul style="list-style-type: none"> <li>9-12.Econ.15. Use cost-benefit analysis and/or marginal analysis to evaluate an economic issue.</li> <li>9-12.Econ.25. Use economic data to evaluate the positive and negative aspects of American capitalism in relationship to other economic systems.</li> <li>9-12.Econ.38. Use economic indicators and data to analyze the health of the national economy in relation to other countries.</li> <li>9-12.Econ.40. Evaluate foreign and domestic issues related to United States economic growth overtime.</li> <li>9-12.Econ.42. Explain how current globalization trends and policies affect economic growth, labor, markets, rights of citizens, the environment, and resource and income distribution in different nations.</li> <li>9-12.Econ.43. Explain how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations.</li> <li>9-12.Econ.44. Evaluate how geography, demographics, industry structure, and the rules of economic institutions influence a nation's economic development.</li> <li>9-12.Econ.46. Connect how trade agreements between nations have short and long-term effects.</li> <li>9-12.Econ.47. Construct an argument about how global interdependence impacts individuals, institutions, and or societies based on documented evidence.</li> </ul>
<p>There are no equivalent standards in the current social studies standards.</p>			<ul style="list-style-type: none"> <li>9-12.Econ.1. Create compelling questions representing key ideas within the disciplines.</li> <li>9-12.Econ.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.</li> <li>9-12.Econ.24. Critique inequalities that exist in economic systems.</li> </ul>

## High School Geography

Current Standards			Proposed Standards
Discipline	Content Standard	Benchmark	Performance Standard
History	Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.	9-12 Benchmark 1-A. New Mexico: analyze how people and events of New Mexico have influenced United States and world history since statehood	<ul style="list-style-type: none"> <li>The full set of 9-12 history standards can be found at:               <ul style="list-style-type: none"> <li><a href="#">9-12 U.S. History</a></li> <li><a href="#">9-12 World History</a></li> <li><a href="#">9-12 New Mexico History</a></li> </ul> </li> </ul>
		9-12 Benchmark 1-B. United States: analyze and evaluate the impact of major eras, events and individuals in United States history since the civil war and reconstruction	<ul style="list-style-type: none"> <li>The full set of 9-12 history standards can be found at:               <ul style="list-style-type: none"> <li><a href="#">9-12 U.S. History</a></li> <li><a href="#">9-12 World History</a></li> <li><a href="#">9-12 New Mexico History</a></li> </ul> </li> </ul>
		9-12 Benchmark 1-C. World: analyze and interpret the major eras and important turning points in world history from the age of enlightenment to the present, to develop an understanding of the complexity of the human experience	<ul style="list-style-type: none"> <li>The full set of 9-12 history standards can be found at:               <ul style="list-style-type: none"> <li><a href="#">9-12 U.S. History</a></li> <li><a href="#">9-12 World History</a></li> <li><a href="#">9-12 New Mexico History</a></li> </ul> </li> </ul>
		9-12 benchmark 1-D. Skills: use critical thinking skills to understand and communicate perspectives of individuals, groups and societies from multiple contexts	<ul style="list-style-type: none"> <li>9-12.Geo.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> <li>9-12.Geo.4. Evaluate the credibility of a source by examining how experts value the source.</li> <li>9-12.Geo.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> <li>9-12.Geo.6. Refine claims and counterclaims attending to precision, significance, and</li> </ul>



			<p>knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <ul style="list-style-type: none"> <li>• 9-12.Geo.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> <li>• 9-12.Geo.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data (while acknowledging the strengths and weaknesses of the explanations given its purpose).</li> <li>• 9-12.Geo.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.</li> <li>• 9-12.Geo.10. Critique the use of claims and evidence in arguments for credibility.</li> <li>• 9-12.Geo.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> <li>• 9-12.Geo.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.</li> </ul>
Geography	Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments	9-12 Benchmark 2-A: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills, and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues	<ul style="list-style-type: none"> <li>• 9-12.Geo.13. Analyze and evaluate the characteristics and purposes and uses of geographic tools, knowledge, and skills.</li> <li>• 9-12.Geo.14. Create maps to display and explain the spatial patterns of culture and environment.</li> <li>• 9-12.Geo.16. Interpret geographic representations to evaluate and explain changes over time.</li> <li>• 9-12.Geo.17. Apply geographic knowledge and geospatial skills to interpret the past and present in order to make informed decisions.</li> </ul>

		9-12 Benchmark 2-B: analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships and patterns of change	<ul style="list-style-type: none"> <li>9-12.Geo.18. Analyze and explain the reciprocal relationship between physical, geographical locations and the patterns and processes humans create within them.</li> <li>9-12.Geo.19. Explain and evaluate the process of place-making and the development of place-based identity.</li> <li>9-12.Geo.20. Identify, define, and explain the distinguishing features of formal, functional, and perceptual regions.</li> <li>9-12.Geo.24. Analyze and predict how location, place, and region impact the evolution of human perspectives and identities.</li> </ul>
		9-12 Benchmark 2-C: analyze the impact of people, places and natural environments upon the past and present in terms of our ability to plan for the future	<ul style="list-style-type: none"> <li>9-12.Geo.21. Identify, evaluate, and explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at the local, national, and global scale.</li> <li>9-12.Geo.23. Describe, analyze, and compare how human systems, perceptions, and identities shape places and regions over time.</li> <li>9-12.Geo.25. Identify, evaluate, and predict how particular historical events and developments shape human processes and systems in a given place/region over time.</li> <li>9-12.Geo.26. Predict future social, political, economic, cultural, spiritual and environmental opportunities, and obstacles associated with movement, population, decision-making, and perspectives in a given place or region.</li> <li>9-12.Geo.27. Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments, and determine appropriate ways to respond.</li> </ul>
		9-12 Benchmark 2-D: analyze how physical processes shape the earth's surface patterns and biosystems	<ul style="list-style-type: none"> <li>This benchmark is expanded upon on other grade levels. For <a href="#">example</a>.</li> </ul>

		9-12 Benchmark 2-E: analyze and evaluate how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict	<ul style="list-style-type: none"> <li>9-12.Geo.15. Analyze and interpret geographic characteristics of cultures, economies, and political systems.</li> <li>9-12.Geo.22. Identify, evaluate, and explain the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, cultural practices and traits, language, artifacts, methods, technologies, and diseases across space and over time.</li> <li>9-12.Geo.30. Assess the reciprocal relationship between physical environment and culture within local, national, and global scales.</li> <li>9-12.Geo.33. Assess how social, economic, political, and environmental developments at global, national, regional and/or local levels affect the sustainability of modern and traditional cultures.</li> </ul>
		9-12 Benchmark 2-F: analyze and evaluate the effects of human and natural interactions in terms of changes in the meaning, use, distribution and importance of resources in order to predict our global capacity to support human activity	<ul style="list-style-type: none"> <li>9-12.Geo.28. Analyze shifting U.S. government environmental policies and regulations in response to changing human environment interactions.</li> <li>9-12.Geo.29. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</li> <li>9-12.Geo.31. Evaluate how economic globalization and the scarcity of resources contribute to conflict and cooperation within and among countries.</li> <li>9-12.Geo.32. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources.</li> </ul>
Civics and Government	Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with	9-12 Benchmark 3-A: compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents	<ul style="list-style-type: none"> <li>The full set of 9-12 civics and government standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 3-B: analyze	<ul style="list-style-type: none"> <li>The full set of 9-12 civics and government standards</li> </ul>

	particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.	how the symbols, icons, songs, traditions and leaders of New Mexico and the United States exemplify ideals and provide continuity and a sense of unity	can be found <a href="#">here</a> .
		9-12 Benchmark 3-C: compare and contrast the philosophical foundations of the United States' political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world	<ul style="list-style-type: none"> <li>The full set of 9-12 civics and government standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 3-D: understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring and influencing	<ul style="list-style-type: none"> <li>The full set of 9-12 civics and government standards can be found <a href="#">here</a>.</li> </ul>
Economics	Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.	9-12 Benchmark 4-A: analyze the ways individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic and intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating	<ul style="list-style-type: none"> <li>The full set of 9-12 economics standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 4-B: analyze and evaluate how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and	<ul style="list-style-type: none"> <li>The full set of 9-12 economics standards can be found <a href="#">here</a>.</li> </ul>

		the production and distribution of goods and services	
		9-12 Benchmark 4-C: analyze and evaluate the patterns and results of trade, exchange and interdependence between the United States and the world since 1900	<ul style="list-style-type: none"> <li>The full set of 9-12 economics standards can be found <a href="#">here</a>.</li> </ul>
There are no equivalent standards in the current social studies standards.			<ul style="list-style-type: none"> <li>9-12.Geo.1. Create compelling questions representing key ideas within the disciplines.</li> <li>9-12.Geo.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.</li> </ul>

### High School New Mexico History

Current Standards			Proposed Standards
Discipline	Content Standard	Benchmark	Performance Standard
History	Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.	9-12 Benchmark 1-A. New Mexico: analyze how people and events of New Mexico have influenced United States and world history since statehood	<ul style="list-style-type: none"> <li>9-12.NMH.13. Connect various disputes that occur as a result of Article X being stricken from the Treaty of Guadalupe Hidalgo.</li> <li>9-12.NMH.14. Determine why it was necessary for the U.S. to purchase the land acquired by the Gadsden Purchase, instead of obtaining it by warfare.</li> <li>9-12.NMH.15. Examine the different perspectives from the peoples of New Mexico, and the United States at the time of annexation.</li> <li>9-12.NMH.16. Dissect the Treaty of Guadalupe Hidalgo, and evaluate how the different people of New Mexico were addressed and impacted by the document.</li> <li>9-12.NMH.17. Examine the rights that were guaranteed to citizens in Article IX of the Treaty of Guadalupe</li> </ul>

			<p>Hidalgo, and reason why Article X would have been stricken.</p> <ul style="list-style-type: none"> <li>● 9-12.NMH.20. Describe the introduction of the Chinese population into New Mexico.</li> <li>● 9-12.NMH.21. Assess the changes of the land and society initiated by the railroad system, along with the immigrant population it brought to the New Mexican territory.</li> <li>● 9-12.NMH.22. Explain how the Homestead Act of 1862 impacted the demographics of New Mexico</li> <li>● 9-12.NMH.23. Examine the causes and effects of the Civil War, and the battles that ensued within New Mexico.</li> <li>● 9-12.NMH.24. Explain how the Homestead Act of 1862 impacted the demographics of New Mexico.</li> <li>● 9-12.NMH.25. Probe the beginnings of the Native American boarding school system, and the ramifications that it had on Indigenous communities in New Mexico and abroad.</li> <li>● 9-12.NMH.26. Determine the role of race and racism in the acts of land redistribution during the territorial period.</li> <li>● 9-12.NMH.27. Contextualize the struggles toward statehood by including the resistance of the Hispanic population to newcomers and the participation of all ethnic populations in the Spanish American war, prior to becoming a state of the USA.</li> <li>● 9-12.NMH.32. Evaluate efforts from the people of New Mexico to become a state, and analyze outside perspectives to the entrance of New Mexico as a state.</li> <li>● 9-12.NMH.35. Summarize the impacts that artists have had on our state, and why so many artists choose to live in New Mexico.</li> <li>● 9-12.NMH.37. Analyze the causes and effects of the Dust Bowl in New Mexico, and how it changed or eliminated communities in our state.</li> <li>● 9-12.NMH.39. Demonstrate historical argumentation by using various resources and perspectives to show the impact of World War II on the people of New Mexico,</li> </ul>
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			<p>and the impact that our citizens had on the war.</p> <ul style="list-style-type: none"> <li>• 9-12.NMH.41. Identify the military bases and weapons testing sites in New Mexico.</li> <li>• 9-12.NMH.42. Analyze the pros and cons of New Mexico's role in the production of uranium fueled weapons built during the Cold War.</li> <li>• 9-12.NMH.44. Uncover what types of activities took place, and what products were produced at Los Alamos National Laboratory and Sandia National Lab during the Cold War and beyond.</li> <li>• 9-12.NMH.45. Give examples of how New Mexicans played an active role in military service during the Korean and Vietnam Wars.</li> <li>• 9-12.NMH.47/48. Demonstrate historical causation by using multiple perspectives to conduct historical analysis of the Civil Rights era in New Mexico.</li> <li>• 9-12.NMH.49. Compare organizations engaged in Civil Rights work.</li> <li>• 9-12.NMH.50. Demonstrates interpretation of critical changes in New Mexico's segregation laws.</li> <li>• 9-12.NMH.51. Illustrate the ways in which the movie and technology industries contribute to our state's economy.</li> <li>• 9-12.NMH.52. Connect the activities of the federal government in the state of New Mexico during both the Cold War and WWII, to our current economy.</li> <li>• 9-12.NMH.53. Identify the main sources of income for tribes.</li> <li>• 9-12.NMH.54. Identify what makes New Mexico a good location for the space industry.</li> <li>• 9-12.NMH.55. Give examples of the different types of sites and activities that would make people want to tour aspects of our state.</li> <li>• 9-12.NMH.56. Analyze how New Mexicans maintain an agricultural industry being that we are one of the driest states in the country.</li> <li>• 9-12.NMH.57. Use multiple perspectives to conduct historical analysis of how water management has changed over the centuries in New Mexico.</li> </ul>
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			<ul style="list-style-type: none"> <li>9-12.NMH.58. Develop an argument showing the importance of preserving historical sites and New Mexico's resources.</li> <li>9-12.NMH.59. Appraise the value of New Mexico's historical sites to our state's culture.</li> </ul>
		9-12 Benchmark 1-B. United States: analyze and evaluate the impact of major eras, events and individuals in United States history since the civil war and reconstruction	<ul style="list-style-type: none"> <li>9-12.NMH.34. Discuss the sequence of events that led to the Great Depression and the implementation of New Deal Programs in New Mexico.</li> <li>9-12.NMH.46. Demonstrate contextualization and interpretation of key events that took place within Native American communities during the Civil Rights Era.</li> </ul>
		9-12 Benchmark 1-C. World: analyze and interpret the major eras and important turning points in world history from the age of enlightenment to the present, to develop an understanding of the complexity of the human experience	<ul style="list-style-type: none"> <li>9-12.NMH.38. Demonstrate ability to use relevant historical evidence to synthesize information regarding the impact of nuclear weapons on people around the world.</li> <li>9-12.NMH.40. Summarize how the U.S. and Soviet Union emerge from World War II as superpowers, and articulate the difference between communism and capitalism.</li> <li>9-12.NMH.43. Identify the beginnings of the arms race between the Soviet Union and the U.S.</li> </ul>
		9-12 benchmark 1-D. Skills: use critical thinking skills to understand and communicate perspectives of individuals, groups and societies from multiple contexts	<ul style="list-style-type: none"> <li>9-12.NMH.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> <li>9-12.NMH.4. Evaluate the credibility of a source by examining how experts value the source.</li> <li>9-12.NMH.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> <li>9-12.NMH.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the</li> </ul>



			<p>strengths and limitations of both.</p> <ul style="list-style-type: none"> <li>• 9-12.NMH.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources (while acknowledging counterclaims and evidentiary weaknesses).</li> <li>• 9-12.NMH.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data (while acknowledging the strengths and weaknesses of the explanations given its purpose).</li> <li>• 9-12.NMH.9. adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.</li> <li>• 9-12.NMH.10. Critique the use of claims and evidence in arguments for credibility.</li> <li>• 9-12.NMH.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> <li>• 9-12.NMH.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.</li> <li>• 9-12.NMH.36. Interpret data/evidence to conduct periodization of key events and contributions by key people to the events that occurred during the early 20th century.</li> </ul>
Geography	Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how	9-12 Benchmark 2-A: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills, and perspectives and apply them to explain the past, present and future in terms of patterns, events	<ul style="list-style-type: none"> <li>• The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>

	societies interact with one another and their environments	and issues	
		9-12 Benchmark 2-B: analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships and patterns of change	<ul style="list-style-type: none"> <li>9-12.NMH.19. Examine the changes in the Plains of New Mexico as irrigation and cattle ranches expand into the territory.</li> </ul>
		9-12 Benchmark 12-C: analyze the impact of people, places and natural environments upon the past and present in terms of our ability to plan for the future	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 2-D: analyze how physical processes shape the earth's surface patterns and biosystems	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 2-E: analyze and evaluate how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 2-F: analyze and evaluate the effects of human and natural interactions in terms of changes in the meaning, use, distribution and importance of resources in order to predict our global capacity to support human activity	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>
Civics and Government	Content Standard III: Students understand	9-12 Benchmark 3-A: compare and analyze the structure, power	<ul style="list-style-type: none"> <li>9-12.NMH.28. Compare and contrast the similarities and differences between the three branches of the</li> </ul>

	the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.	and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents	<p>federal and state governments.</p> <ul style="list-style-type: none"> <li>9-12.NMH.29. Analyze the requirements for statehood.</li> <li>9-12.NMH.30. Debate whether or not New Mexico's constitution supports bilingualism.</li> <li>9-12.NMH.31. Define sovereignty, and distinguish ways in which the different Native American tribes in New Mexico conduct governmental affairs.</li> </ul>
		9-12 Benchmark 3-B: analyze how the symbols, icons, songs, traditions and leaders of New Mexico and the United States exemplify ideals and provide continuity and a sense of unity	<ul style="list-style-type: none"> <li>The full set of 9-12 civics and government standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 3-C: compare and contrast the philosophical foundations of the United States' political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world	<ul style="list-style-type: none"> <li>The full set of 9-12 civics and government standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 3-D: understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring and influencing	<ul style="list-style-type: none"> <li>9-12.NMH.33. Contrast the rights given to people that live within a territory vs. a state.</li> </ul>
Economics	Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the	9-12 Benchmark 4-A: analyze the ways individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic and intrinsic) and the availability and use of scarce resources, and that their choices	<ul style="list-style-type: none"> <li>The full set of 9-12 economics standards can be found <a href="#">here</a>.</li> </ul>

	market economy) on individuals, families, businesses, communities, and governments.	involve costs and varying ways of allocating	
		9-12 Benchmark 4-B: analyze and evaluate how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services	<ul style="list-style-type: none"><li>• The full set of 9-12 economics standards can be found <a href="#">here</a>.</li></ul>
		9-12 Benchmark 4-C: analyze and evaluate the patterns and results of trade, exchange and interdependence between the United States and the world since 1900	<ul style="list-style-type: none"><li>• The full set of 9-12 economics standards can be found <a href="#">here</a>.</li></ul>
There are no equivalent standards in the current social studies standards.			<ul style="list-style-type: none"><li>• 9-12.NMH.1. Create compelling questions representing key ideas within the disciplines.</li><li>• 9-12.NMH.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.</li><li>• 9-12.NMH.18. Demonstrate knowledge of their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups.</li></ul>

## High School U.S. History

Current Standards			Proposed Standards
Discipline	Content Standard	Benchmark	Performance Standard

History	Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.	9-12 Benchmark 1-A. New Mexico: analyze how people and events of New Mexico have influenced United States and world history since statehood	<ul style="list-style-type: none"> <li>The full set of 9-12 history standards can be found at: <ul style="list-style-type: none"> <li><a href="#">9-12 U.S. History</a></li> <li><a href="#">9-12 World History</a></li> <li><a href="#">9-12 New Mexico History</a></li> </ul> </li> </ul>
		9-12 Benchmark 1-B. United States: analyze and evaluate the impact of major eras, events and individuals in United States history since the civil war and reconstruction	<ul style="list-style-type: none"> <li>9-12.US.13. Examine the course and consequences of the Columbian Exchange.</li> <li>9-12.US.14. Describe the evolution and short and long-term consequences of racialized labor and caste systems such as encomienda and slavery in Spanish and Portuguese America.</li> <li>9-12.US.15. Analyze how various Indigenous nations changed as a result of European settler colonialism.</li> <li>9-12.US.16. Examine the involvement of Indigenous nations in the colonial wars and evaluate the consequences for their societies.</li> <li>9-12.US.17. Explain the ways that Indigenous nations expressed and transmitted their beliefs and values.</li> <li>9-12.US.18. Compare and contrast the different ways in which Indigenous people have resisted, survived, and adapted to maintain their patterns of community life.</li> <li>9-12.US.19. Compare and contrast the short- and long-term causes and effects of settler colonialism vs. classic colonialism.</li> <li>9-12.US.20. Explain the common elements of Indigenous societies.</li> <li>9-12.US.21. Analyze facets of Indigenous social, political, and economic organization.</li> <li>9-12.US.22. Analyze relationships between Indigenous peoples and Spanish, English, French, and Dutch colonizers.</li> <li>9-12.US.23. Examine the interactions between English colonizers and Indigenous peoples in the 13 Colonies.</li> <li>9-12.US.24. Determine the importance and utility of rights versus responsibilities.</li> <li>9-12.US.25. Determine the characteristics of a revolution and evaluate the American Revolution as compared to the French and Haitian Revolutions.</li> </ul>

			<ul style="list-style-type: none"> <li>• 9-12.US.26. Investigate the causes and effects of the Revolutionary War on diverse groups of people in the United States.</li> <li>• 9-12.US.27. Evaluate the social, political, and economic causes and effects of the system of racialized slavery and caste in the United States.</li> <li>• 9-12.US.28. Examine diverse stories of adaptation and resistance to systems of oppression including colonialism and slavery.</li> <li>• 9-12.US.29. Evaluate the impact of the key ideals and principles outlined in the foundational documents of the United States on diverse groups of people, including Native Americans and enslaved Africans.</li> <li>• 9-12.US.32. Examine the short- and long-term impact of settlers, pioneers, frontiersman, and homesteaders on the United States and on sovereign Indigenous nations.</li> <li>• 9-12.US.33. Evaluate the social, political, and economic causes and short and long term effects of U.S. territorial expansion.</li> <li>• 9-12.US.34. Examine the ways in which the United States acquired new territories, including purchases, annexation, treaties, and war.</li> <li>• 9-12.US.35. Explain the importance of the Transportation Revolution of the 19th century.</li> <li>• 9-12.US.36. Analyze the effects of industrial growth throughout antebellum America.</li> <li>• 9-12.US.37. Describe the role of slavery in the economies of the industrialized North and the agricultural South, explain reasons for the rapid growth of slavery in southern states, the Caribbean islands, and South America after 1800, and analyze how banks, insurance companies, and other institutions profited directly or indirectly from the slave trade and slave labor.</li> <li>• 9-12.US.38. Analyze the convergence of the expansion of colonialism through territorial acquisition and the expansion of chattel slavery in acquired territory.</li> <li>• 9-12.US.39. Explain the causes and effects of this</li> </ul>
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			<p>convergence on diverse people within the territories, Indigenous peoples, enslaved Africans, people on the borderlands, immigrants.</p> <ul style="list-style-type: none"> <li>• 9-12.US.40. Explore forms of resistance, adaptation and cultural preservation practiced by enslaved and colonized peoples during this period.</li> <li>• 9-12.US.41. Assess the impact of Federal policy towards Indigenous nations.</li> <li>• 9-12.US.42. Analyze the persistence of the “Lost Cause of the Confederacy” narrative and its long term effects.</li> <li>• 9-12.US.43. Evaluate whether the Civil War was a “war to free the slaves,” and how successfully the war contributed to the liberation of enslaved people.</li> <li>• 9-12.US.44. Analyze critical policies and events leading to the Civil War and connections among them.</li> <li>• 9-12.US.45. Explain how conflicts over slavery led the North and South to war.</li> <li>• 9-12.US.46. Explore the similarities and differences between reform movements in the United States in the early to mid-19th century.</li> <li>• 9-12.US.47. Identify the ways in which diverse groups of people participated in the Civil War, including women and African Americans.</li> <li>• 9-12.US.48. Analyze major factors that determined the outcome of the Civil War.</li> <li>• 9-12.US.49. Evaluate the long-term consequences of the end of Reconstruction and the rise of Jim Crow on formerly enslaved people and their descendants.</li> <li>• 9-12.US.50. Compare and contrast global historical reconciliation and reparations efforts (Denazification, Australia Mabo Case/Terra Nullius) with Reconstruction.</li> <li>• 9-12.US.51. Analyze the short- and long-term effects of the end of the Civil War and Reconstruction period.</li> <li>• 9-12.US.52. Explore African American economic, political, sociocultural (educational, artistic, literary) responses to emancipation and Reconstruction.</li> <li>• 9-12.US.53. Identify the ways in which gender and sexuality were changing and unchanged during the</li> </ul>
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			<p>19th century.</p> <ul style="list-style-type: none"> <li>• 9-12.US.54. Explore the efforts of the federal government and African Americans to forge a new political and social order after emancipation.</li> <li>• 9-12.US.55. Examine immigration policy in the United States over time.</li> <li>• 9-12.US.56. Evaluate what an efficient, equitable, and just economic system would look like in the United States.</li> <li>• 9-12.US.57. Examine contemporary labor struggles and populist movements in the United States and around the world.</li> <li>• 9-12.US.58. Explore the short- and long-term effects of the Jim Crow era on African Americans in both the North and the South.</li> <li>• 9-12.US.59. Explain the various causes of the Industrial Revolution.</li> <li>• 9-12.US.60. Make connections among the important consequences of the Industrial Revolution.</li> <li>• 9-12.US.61. Analyze social, political, and economic reasons groups migrated to and within the United States, including push and pull factors.</li> <li>• 9-12.US.62. Evaluate the effects of the entry of women into the workforce after the Civil War and analyze women's political organizations.</li> <li>• 9-12.US.63. Analyze the consequences of the continuing westward expansion of the American people after the Civil War and evaluate the impact of the 14th Amendment on Native Peoples and Asian and European immigrant men and women.</li> <li>• 9-12.US.64. Examine the ways that the Great Migration changed America, exploring the ways that African Americans adapted and resisted.</li> <li>• 9-12.US.65. Determine the effectiveness of post colonial institutions in ameliorating the effects of colonial rule.</li> <li>• 9-12.US.71. Determine the utility or futility of war.</li> <li>• 9-12.US.74. Evaluate major reform movements and reformers during the Progressive Era.</li> </ul>
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			<p>traditionalism and modernity as manifested in the major political and economic events in the first two decades of the 20th century.</p> <ul style="list-style-type: none"> <li>● 9-12.US.89. Assess the degree to which New Deal programs have been maintained or dismantled over time.</li> <li>● 9-12.US.90. Evaluate the impact of New Deal programs and policies on diverse groups of people in America, including African Americans and Indigenous peoples.</li> <li>● 9-12.US.91. Determine the effectiveness of the United States government in averting and responding to similar economic disasters.</li> <li>● 9-12.US.93. Assess the impact and legacy of New Deal relief, recovery, and reform programs.</li> <li>● 9-12.US.96. Explore the ethics of and arguments for and against the use of nuclear weapons past and present.</li> <li>● 9-12.US.97. Explore the legacy of “othering” in the United States, including boarding schools, internment camps, and detention centers.</li> <li>● 9-12.US.101. Assess the social, political, and economic transformation of the United States during World War II</li> <li>● 9-12.US.102. Evaluate the short- and long-term consequences of the war on diverse groups such as African Americans, Native Americans, Hispanic Americans, Japanese Americans, and Japanese nationals.</li> <li>● 9-12.US.103. Examine the ways in which gender roles changed and stayed the same for women during the war.</li> <li>● 9-12.US.104. Analyze state-sponsored persecution and “othering” including anti-Semitism and homophobia.</li> <li>● 9-12.US.106. Analyze the impact of Red Scare ideology on social movements and activists in the United States.</li> <li>● 9-12.US.107. Examine the factors that contributed to the Cold War.</li> <li>● 9-12.US.108. Evaluate the policy of containment as a response by the United States to Soviet expansionist</li> </ul>
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			<p>policies.</p> <ul style="list-style-type: none"> <li>• 9-12.US.110. Analyze the roots of domestic communism and anti-communism in the 1950s, the origins and consequences of, and the resistance to McCarthyism.</li> <li>• 9-12.US.111. Analyze the impact of the Vietnam War on the Vietnamese people and on the United States.</li> <li>• 9-12.US.113. Compare and contrast the Communist Red Scare with the Lavender Scare.</li> <li>• 9-12.US.114. Summarize the diplomatic and military policies on the War in Vietnam of Presidents Eisenhower, John F. Kennedy, Lyndon Johnson, and Richard Nixon.</li> <li>• 9-12.US.115. Research and analyze issues related to race relations in the United States since the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.</li> <li>• 9-12.US.116. Examine the evolution of McCarthyism from the Red Scare to COINTELPRO.</li> <li>• 9-12.US.117. Evaluate the influence of 1960s cultural and artistic movements from past to present day.</li> <li>• 9-12.US.118. Research and analyze resistance to integration in white communities, protests to end segregation, and Supreme Court decisions on civil rights.</li> <li>• 9-12.US.119. Analyze the origins, evolution, and goals of the African American Civil Rights Movement and Black Power Movement.</li> <li>• 9-12.US.120. Analyze the causes, course, and impact on American politics and society of new social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation.</li> <li>• 9-12.US.121. Evaluate accomplishments of the Civil Rights movement and how they served as a model for later feminist, disability, and gender rights movements of the 20th and 21st centuries.</li> <li>• 9-12.US.122. Analyze the important policies and events that took place during the presidencies of John F.</li> </ul>
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			<p>Kennedy, Lyndon Johnson, and Richard Nixon.</p> <ul style="list-style-type: none"> <li>• 9-12.US.123. Assess the short- and long-term social and political impacts of conservatism in the United States on diverse groups of people.</li> <li>• 9-12.US.124. Examine the short- and long-term impacts of criminal justice policy implemented during the presidencies of Ronald Reagan and Bill Clinton.</li> <li>• 9-12.US.125. Examine the push-pull relationship between progressivism and conservatism in America over time.</li> <li>• 9-12.US.126. Evaluate whether the Cold War definitively ended in 1991.</li> <li>• 9-12.US.127. Analyze how communist economic policies and U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to the fall of the Berlin Wall in 1989 and the dissolution of the Soviet Union in 1991.</li> <li>• 9-12.US.128. Evaluate the significance of the 1990 American Disability Act.</li> <li>• 9-12.US.129. Explore the movement against police brutality.</li> <li>• 9-12.US.130. Examine the experiences and activism of the LGBTQIA+ community during this period, including the AIDS epidemic, social movements, resistance, and hate crimes.</li> <li>• 9-12.US.131. Analyze the presidency of Ronald Reagan (1981–1989) and the rise of the conservative movement in American politics.</li> <li>• 9-12.US.132. Examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future.</li> <li>• 9-12.US.133. Analyze the current state and health of American democracy and create an action plan to protect American democracy.</li> <li>• 9-12.US.134. Examine anti-immigrant sentiment in the United States over time and the experiences of diverse immigrant groups past and present.</li> <li>• 9-12.US.135. Create an action plan for a more just and</li> </ul>
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			<p>equitable America for diverse groups of people including Native Americans and African Americans.</p> <ul style="list-style-type: none"> <li>● 9-12.US.136. Evaluate the effects of the representation of diverse people in the US government including race, gender, sexual orientation, and disability.</li> <li>● 9-12.US.137. Analyze some of the major technological and social trends and issues of the late 20th and early 21st centuries.</li> <li>● 9-12.US.138. Evaluate the effectiveness of the federal government's response to international terrorism in the 21st century.</li> <li>● 9-12.US.139. Examine contemporary civil rights struggles.</li> <li>● 9-12.US.140. Analyze US government policies to reduce climate disruption.</li> <li>● 9-12.US.141. Compare and Contrast the response and plan of the US government during the Covid-19 pandemic with the AIDS epidemic and the 1918 influenza.</li> </ul>
		<p>9-12 Benchmark 1-C. World: analyze and interpret the major eras and important turning points in world history from the age of enlightenment to the present, to develop an understanding of the complexity of the human experience</p>	<ul style="list-style-type: none"> <li>● 9-12.US.66. Analyze the causes and course of the growing role of the United States in world affairs from the Civil War to World War I.</li> <li>● 9-12.US.67. Examine the ways in which art, journalism, literature, and cultural artifacts served as forms of resistance and contributed to the anti-imperialist movement.</li> <li>● 9-12.US.68. Examine the legacy and evolution of turn of the century imperialism, including the short- and long term effects in Latin America, Asia, and the Pacific.</li> <li>● 9-12.US.69. Examine the ethics of the suppression of civil liberties during times of conflict and war, past and present.</li> <li>● 9-12.US.70. Analyze the role of the United States in the world and the balance of foreign and domestic priorities.</li> <li>● 9-12.US.72. Distinguish between the long-term causes and triggering events that led the United States into World War I.</li> </ul>

			<ul style="list-style-type: none"> <li>9-12.US.73. Explain the course and significance of Woodrow Wilson's wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles Treaty.</li> <li>9-12.US.83. Compare and contrast the conflict between traditionalism and modernity during this period with examples around the world such as Weimar Germany.</li> <li>9-12.US.92. Describe the multiple causes and consequences of the global depression of the 1930s.</li> <li>9-12.US.94. Examine the lives and experiences of Mexicans during the 1930s and the relationship of the United States to Mexico.</li> <li>9-12.US.95. Analyze the similarities, differences, and connections between the racial social order in both the United States and Germany during this period.</li> <li>9-12.US.98. Analyze the events that led to World War II, the major battles of the war and its consequences, and the conferences of Allied leaders following the war.               <ul style="list-style-type: none"> <li>9-12.US.99. Explain the rise of fascism and the forms it took in Germany and Italy, including ideas and policies that led to the Holocaust.</li> </ul> </li> <li>9-12.US.100. Explain the reasons for American involvement in World War II and the key actions and events leading up to declarations of war against Japan and Germany.</li> <li>9-12.US.105. Examine the short- and long-term effects of CIA involvement in Latin America.</li> <li>9-12.US.109. Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas.</li> <li>9-12.US.112. Explore the impact of the Cold War on indigenous peoples around the world.</li> </ul>
		9-12 benchmark 1-D. Skills: use critical thinking skills to understand and communicate perspectives of individuals, groups and societies from multiple contexts	<ul style="list-style-type: none"> <li>9-12.US.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> <li>9-12.US.4. Evaluate the credibility of a source by</li> </ul>

			<p>examining how experts value the source.</p> <ul style="list-style-type: none"> <li>9-12.US.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> <li>9-12.US.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> <li>9-12.US.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources (while acknowledging counterclaims and evidentiary weaknesses).</li> <li>9-12.US.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data (while acknowledging the strengths and weaknesses of the explanations given its purpose).</li> <li>9-12.US.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.</li> <li>9-12.US.10. Critique the use of claims and evidence in arguments for credibility.</li> <li>9-12.US.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> <li>9-12.US.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.</li> </ul>
Geography	Content Standard II: Students understand how physical, natural,	9-12 Benchmark 2-A: analyze and evaluate the characteristics and purposes of geographic tools,	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>

	and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments	knowledge, skills, and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues	
		9-12 Benchmark 2-B: analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships and patterns of change	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 12-C: analyze the impact of people, places and natural environments upon the past and present in terms of our ability to plan for the future	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 2-D: analyze how physical processes shape the earth's surface patterns and biosystems	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 2-E: analyze and evaluate how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 2-F: analyze and evaluate the effects of human and natural interactions in terms of changes in the meaning, use, distribution and importance of resources in order to predict our global capacity to support human	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>



		activity	
Civics and Government	Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.	9-12 Benchmark 3-A: compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents	<ul style="list-style-type: none"> <li>The full set of 9-12 civics and government standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 3-B: analyze how the symbols, icons, songs, traditions and leaders of New Mexico and the United States exemplify ideals and provide continuity and a sense of unity	<ul style="list-style-type: none"> <li>The full set of 9-12 civics and government standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 3-C: compare and contrast the philosophical foundations of the United States' political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world	<ul style="list-style-type: none"> <li>9-12.US.30. Describe the Constitutional Convention, the roles of specific individuals, and their conflicts and compromises.</li> <li>9-12.US.31. Explore the key ideals and principles outlined in the foundational documents of the United States.</li> </ul>
		9-12 Benchmark 3-D: understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring and influencing	<ul style="list-style-type: none"> <li>The full set of 9-12 civics and government standards can be found <a href="#">here</a>.</li> </ul>
Economics	Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the	9-12 Benchmark 4-A: analyze the ways individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic and intrinsic) and the	<ul style="list-style-type: none"> <li>The full set of 9-12 economics standards can be found <a href="#">here</a>.</li> </ul>

	impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.	availability and use of scarce resources, and that their choices involve costs and varying ways of allocating	
		9-12 Benchmark 4-B: analyze and evaluate how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services	<ul style="list-style-type: none"><li>• The full set of 9-12 economics standards can be found <a href="#">here</a>.</li></ul>
		9-12 Benchmark 4-C: analyze and evaluate the patterns and results of trade, exchange and interdependence between the United States and the world since 1900	<ul style="list-style-type: none"><li>• The full set of 9-12 economics standards can be found <a href="#">here</a>.</li></ul>
There are no equivalent standards in the current social studies standards.			<ul style="list-style-type: none"><li>• 9-12.US.1. Create compelling questions representing key ideas within the disciplines</li><li>• 9-12.US.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.</li></ul>

### High School World History

Current Standards			Proposed Standards
Discipline	Content Standard	Benchmark	Performance Standard
History	Content Standard I: Students are able to identify important	9-12 Benchmark 1-A. New Mexico: analyze how people and events of New Mexico have	<ul style="list-style-type: none"> <li>9-12.WH.14. Analyze how national and global economic trends and policies impact the state and local economies in New Mexico.</li> </ul>

	people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.	influenced United States and world history since statehood	<ul style="list-style-type: none"> <li>9-12.WH.25. Identify contemporary global issues that influence or are influenced by New Mexicans.</li> </ul>
		9-12 Benchmark 1-B. United States: analyze and evaluate the impact of major eras, events and individuals in United States history since the civil war and reconstruction	<ul style="list-style-type: none"> <li>The full set of 9-12 history standards can be found at:               <ul style="list-style-type: none"> <li><a href="#">9-12 U.S. History</a></li> <li><a href="#">9-12 World History</a></li> <li><a href="#">9-12 New Mexico History</a></li> </ul> </li> </ul>
		9-12 Benchmark 1-C. World: analyze and interpret the major eras and important turning points in world history from the age of enlightenment to the present, to develop an understanding of the complexity of the human experience	<ul style="list-style-type: none"> <li>9-12.WH.13. Evaluate the impact of global interconnectedness on international economic stability and growth.</li> <li>9-12.WH.15. Analyze and explain the reciprocal relationship between physical, geographical locations and the patterns and processes humans create within them.</li> <li>9-12.WH.18. Identify significant transformative moments in world history, analyze the reasons behind their transformative nature, and explain how they continue to shape contemporary global interactions.</li> <li>9-12.WH.19. Trace political, intellectual, religious, artistic, technological, economic, and social developments in historical periods as well as within individual societies.</li> <li>9-12.WH.20. Identify patterns of continuity and change over time in world history, focusing on patterns both within and between historical eras.</li> <li>9-12.WH.21. Examine how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> <li>9-12.WH.22. Identify individuals, groups, and events in New Mexico's history that have influenced or were influenced by events in world history.</li> <li>9-12.WH.23. Identify and evaluate multiple causes and effects of historical events within world history.</li> <li>9-12.WH.24. Distinguish between long-term and short-term causes in developing historical interpretations.</li> </ul>

			<ul style="list-style-type: none"> <li>• 9-12.WH.26. Analyze and evaluate the values and limitations of primary and secondary sources of information (including digital) with attention to the source, its context, reliability, and usefulness.</li> <li>• 9-12.WH.27. Effectively use and integrate evidence from a variety of diverse sources in order to evaluate and develop historical claims.</li> <li>• 9-12.WH.28. Synthesize historical information to create new understandings.</li> <li>• 9-12.WH.29. Use a variety of source materials to compare and contrast treatments of the same topic.</li> <li>• 9-12.WH.30. Examine historical events from the perspectives of diverse groups, including but not limited to Indigenous peoples, regional, racial, ethnic, class, and gender.</li> <li>• 9-12.WH.31. Analyze and evaluate multiple points of view to explain the ideas and actions of individuals and groups.</li> <li>• 9-12.WH.32. Use historical thinking skills to evaluate historical and contemporary sources of information relating to local, regional, and global problems and identify challenges and opportunities faced by those trying to address these problems.</li> <li>• 9-12.WH.33. Investigate cultural and historical developments within societies with attention to belief systems, ideologies, the arts, science, and technology.</li> <li>• 9-12.WH.34. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to: constructions of race, ethnicity, gender, nationality, class and/or religion, reactions, and long-term effects of oppression.</li> <li>• 9-12.WH.35. Compare and contrast the various origins (including but not limited to: indigenous, forced, voluntary) of identity groups in World history.</li> <li>• 9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups.</li> <li>• 9-12.WH.37. Examine the role colonization,</li> </ul>
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			assimilation, and/or syncretism plays in the evolution of cultural, ethnic, racial, and religious identities and language.
		9-12 benchmark 1-D. Skills: use critical thinking skills to understand and communicate perspectives of individuals, groups and societies from multiple contexts	<ul style="list-style-type: none"> <li>9-12.WH.2. Evaluate the credibility of sources from a range of media (print, internet, audio, visual) by examining origin, author, context, content, and corroborative value.</li> <li>9-12.WH.3. Gather relevant information from credible sources representing a wide range of views and note inconsistencies in the information.</li> <li>9-12.WH.4. Develop claims and analyze counterclaims about the significance of historical events using evidence that draws directly and substantively from multiple sources.</li> <li>9-12.WH.5. Analyze evidence to detect inconsistencies within the evidence in order to revise or strengthen claims.</li> <li>9-12.WH.6. Present arguments and explanations that reach a range of audiences using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, and digital documentary).</li> <li>9-12.WH.7. Evaluate historical and contemporary sources of information relating to local, regional, and global problems and identify challenges and opportunities faced by those trying to address these problems.</li> <li>9-12.WH.8. Assess options for individual and collective action to address local, regional, and global problems.</li> <li>9-12.WH.9. Apply a range of strategies and procedures to make decisions and take action in classrooms, schools, and out-of-school civic contexts.</li> </ul>
Geography	Content Standard II: Students understand how physical, natural, and cultural processes influence where people	9-12 Benchmark 2-A: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills, and perspectives and apply them to	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>

	live, the ways in which people live, and how societies interact with one another and their environments	explain the past, present and future in terms of patterns, events and issues	
		9-12 Benchmark 2-B: analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships and patterns of change	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 12-C: analyze the impact of people, places and natural environments upon the past and present in terms of our ability to plan for the future	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 2-D: analyze how physical processes shape the earth's surface patterns and biosystems	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 2-E: analyze and evaluate how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict	<ul style="list-style-type: none"> <li>9-12.WH.16. Identify, evaluate, and explain the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, cultural practices and traits, language, artifacts, methods, technologies, and diseases across space and over time.</li> <li>9-12.WH.17. Assess how social, economic, political, and environmental developments at global, national, regional, and/or local levels affect the sustainability of modern and traditional cultures.</li> </ul>
		9-12 Benchmark 2-F: analyze and evaluate the effects of human and natural interactions in terms of changes in the meaning, use, distribution and importance of resources in order to predict our global capacity to support human	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>

		activity	
Civics and Government	Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.	9-12 Benchmark 3-A: compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents	<ul style="list-style-type: none"> <li>The full set of 9-12 civics and government standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 3-B: analyze how the symbols, icons, songs, traditions and leaders of New Mexico and the United States exemplify ideals and provide continuity and a sense of unity	<ul style="list-style-type: none"> <li>The full set of 9-12 civics and government standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 3-C: compare and contrast the philosophical foundations of the United States' political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world	<ul style="list-style-type: none"> <li>The full set of 9-12 civics and government standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 3-D: understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring and influencing	<ul style="list-style-type: none"> <li>9-12.WH.10. Assess options for individual and collective action to address local, regional, and global problems.</li> <li>9-12.WH.11. Apply a range of strategies and procedures to make decisions and take action in classrooms, schools, and out-of-school civic contexts.</li> <li>9-12.WH.12. Evaluate methods people use to create, change, expand, or oppose systems of power/authority.</li> </ul>
Economics	Content Standard IV: Students understand basic economic principles and use	9-12 Benchmark 4-A: analyze the ways individuals, households, businesses, governments and societies make decisions, are	<ul style="list-style-type: none"> <li>The full set of 9-12 economics standards can be found <a href="#">here</a>.</li> </ul>

	economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.	influenced by incentives (economic and intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating	
		9-12 Benchmark 4-B: analyze and evaluate how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services	<ul style="list-style-type: none"><li>The full set of 9-12 economics standards can be found <a href="#">here</a>.</li></ul>
		9-12 Benchmark 4-C: analyze and evaluate the patterns and results of trade, exchange and interdependence between the United States and the world since 1900	<ul style="list-style-type: none"><li>The full set of 9-12 economics standards can be found <a href="#">here</a>.</li></ul>
There are no equivalent standards in the current social studies standards.			<ul style="list-style-type: none"><li>9-12.WH.1. Create compelling questions representing key ideas in world history.</li></ul>

### Ethnic, Cultural, and Identity Studies

Current Standards			Proposed Standards
Discipline	Content Standard	Benchmark	Performance Standard
History	Content Standard I: Students are able to identify important people and events in order to analyze	9-12 Benchmark 1-A. New Mexico: analyze how people and events of New Mexico have influenced United States and world history since statehood	<ul style="list-style-type: none"> <li>The full set of 9-12 history standards can be found at: <ul style="list-style-type: none"> <li><a href="#">9-12 U.S. History</a></li> <li><a href="#">9-12 World History</a></li> <li><a href="#">9-12 New Mexico History</a></li> </ul> </li> </ul>



	significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.	9-12 Benchmark 1-B. United States: analyze and evaluate the impact of major eras, events and individuals in United States history since the civil war and reconstruction	<ul style="list-style-type: none"> <li>The full set of 9-12 history standards can be found at:               <ul style="list-style-type: none"> <li><a href="#">9-12 U.S. History</a></li> <li><a href="#">9-12 World History</a></li> <li><a href="#">9-12 New Mexico History</a></li> </ul> </li> </ul>
		9-12 Benchmark 1-C. World: analyze and interpret the major eras and important turning points in world history from the age of enlightenment to the present, to develop an understanding of the complexity of the human experience	<ul style="list-style-type: none"> <li>The full set of 9-12 history standards can be found at:               <ul style="list-style-type: none"> <li><a href="#">9-12 U.S. History</a></li> <li><a href="#">9-12 World History</a></li> <li><a href="#">9-12 New Mexico History</a></li> </ul> </li> </ul>
		9-12 benchmark 1-D. Skills: use critical thinking skills to understand and communicate perspectives of individuals, groups and societies from multiple contexts	<ul style="list-style-type: none"> <li>9-12.ECI.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> <li>9-12.ECI.4. Evaluate the credibility of a source by examining how experts value the source.</li> <li>9-12.ECI.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> <li>9-12.ECI.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> <li>9-12.ECI.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources (while acknowledging counterclaims and evidentiary weaknesses).</li> <li>9-12.ECI.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the</li> </ul>

			<p>explanations given its purpose.</p> <ul style="list-style-type: none"> <li>9-12.ECI.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.</li> <li>9-12.ECI.10. Critique the use of claims and evidence in arguments for credibility.</li> <li>9-12.ECI.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> <li>9-12.ECI.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.</li> </ul>
Geography	Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments	9-12 Benchmark 2-A: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills, and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 2-B: analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships and patterns of change	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 12-C: analyze the impact of people, places and natural environments upon the past and present in terms of our	<ul style="list-style-type: none"> <li>9-12.ECI.15. Identify and explore how current traditions, rites, and norms of identity groups have or are changing over time.</li> </ul>

		ability to plan for the future	
		9-12 Benchmark 2-D: analyze how physical processes shape the earth's surface patterns and biosystems	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 2-E: analyze and evaluate how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 2-F: analyze and evaluate the effects of human and natural interactions in terms of changes in the meaning, use, distribution and importance of resources in order to predict our global capacity to support human activity	<ul style="list-style-type: none"> <li>The full set of 9-12 geography standards can be found <a href="#">here</a>.</li> </ul>
Civics and Government	Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and	9-12 Benchmark 3-A: compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents	<ul style="list-style-type: none"> <li>The full set of 9-12 civics and government standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 3-B: analyze how the symbols, icons, songs, traditions and leaders of New Mexico and the United States exemplify ideals and provide continuity and a sense of unity	<ul style="list-style-type: none"> <li>The full set of 9-12 civics and government standards can be found <a href="#">here</a>.</li> </ul>

	national levels.	9-12 Benchmark 3-C: compare and contrast the philosophical foundations of the United States' political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world	<ul style="list-style-type: none"> <li>The full set of 9-12 civics and government standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 3-D: understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring and influencing	<ul style="list-style-type: none"> <li>The full set of 9-12 civics and government standards can be found <a href="#">here</a>.</li> </ul>
Economics	Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.	9-12 Benchmark 4-A: analyze the ways individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic and intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating	<ul style="list-style-type: none"> <li>The full set of 9-12 economics standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 4-B: analyze and evaluate how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services	<ul style="list-style-type: none"> <li>The full set of 9-12 economics standards can be found <a href="#">here</a>.</li> </ul>
		9-12 Benchmark 4-C: analyze and evaluate the patterns and results of trade, exchange and	<ul style="list-style-type: none"> <li>The full set of 9-12 economics standards can be found <a href="#">here</a>.</li> </ul>

		interdependence between the United States and the world since 1900	
There are no equivalent standards in the current social studies standards.			<ul style="list-style-type: none"> <li>• 9-12.ECI.1. Create compelling questions representing key ideas within the disciplines.</li> <li>• 9-12.ECI.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.</li> <li>• 9-12.ECI.13. Recognize and value my group identities without perceiving or treating others as inferior.</li> <li>• 9-12.ECI.14. Identify and analyze cultural, differently abled, ethnic, gender, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities.</li> <li>• 9-12.ECI.16. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.</li> <li>• 9-12.ECI.17. Compare and contrast the various origins (Indigenous, forced, voluntary) of identity groups in the United States.</li> <li>• 9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups.</li> <li>• 9-12.ECI.19. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.</li> <li>• 9-12.ECI.20. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.</li> <li>• 9-12.ECI.21. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.</li> </ul>

	<ul style="list-style-type: none"> <li>9-12.ECI.22. Evaluate the role of racial social constructs in the structures and functions of a 21st Century American society.</li> </ul>
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### Sources

- Current K-4 Standards [https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/SocialStudiesStandards\\_K-4.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/SocialStudiesStandards_K-4.pdf)
- Current 5-8 Standards [https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/SocialStudiesStandards\\_5-8.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/SocialStudiesStandards_5-8.pdf)
- Current 9-12 Standards [https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/SocialStudiesStandards\\_9-12.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/SocialStudiesStandards_9-12.pdf)
- Proposed K-12 Standards  
[https://webnew.ped.state.nm.us/wp-content/uploads/2021/09/21-15540-Draft-NM-Standards-For-Teachers-PRE-RULE-VERSION-8\\_31\\_21-508-fmt.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2021/09/21-15540-Draft-NM-Standards-For-Teachers-PRE-RULE-VERSION-8_31_21-508-fmt.pdf)

# Social Studies Standards Re-development & Implementation Calendar

Drafting, Input, and Decision Making		Next Steps after Rule Approval: Pre-Implementation Period (Orientation and PD Options) Projected Spring 2022, Until Initial Implementation School Year 2023-24	
Drafting the Standards and Rule Making Process		Professional Development and Educator Supports	Instructional Materials
<b>July 2020</b> Advisory Council of content experts convened to provide initial guidance to PED Representatives included: higher education, cultural institutions, and representatives from sovereign tribal entities.	<b>December 2021</b> Open call for K-12 educators to participate in the development of the NM Instructional Scope (NMIS) for Social Studies.	<b>December 2021-January 2022</b> Call for vendors/publishers to submit core and supplemental Social Studies materials for review	
<b>January 2021</b> Request for Proposals released/vendor selected to partner with NMPED in facilitation of the writing process and providing professional development on standards development.	<b>January 2022</b> Educator committee will convene to develop the NMIS, which is a tool developed to support curriculum development at the local level.	<b>December 2021-January 2022</b> Call for NM K-12 educators to participate on instructional material review/adoption committee.	
<b>February 2021</b> Open call for K-12 Educators to participate on writing committees. 64 members representing 38 districts/charters were convened.	<b>January 2022</b> Commence development of professional development suite to support educators in learning the new standards.	<b>Mid-Spring 2022</b> Publisher/vendor forms due for consideration of materials by the statewide review/adoption committee.	
<b>March – June 2021</b> Educator writing teams received professional development and wrote draft standards.	<b>Mid-Spring 2022</b> Release of the Social Studies NMIS and initial professional development modules to signal the pre-implementation orientation and preparation phase.	<b>April 2022</b> Suite of training begins for the statewide instructional material review/adoption reviewers.	
<b>June 2021</b> Focus Groups Conducted: Parents, Superintendents and Board members, Teachers, Principals, Tribal Education Leaders, Students	<b>Late Spring, Summer, and Fall of 2022</b> Additional professional development opportunities & supports released for teacher collaboration discussions at the guidance of districts.	<b>June 2022</b> Instructional Material Summer Review Institute	
<b>June-July 2021</b> Educator writing teams utilized focus groups’ feedback to revise and refine standards.	<b>School Year 2022-2023</b> Ongoing exploration and preparation for full implementation.	<b>July 2022</b> Results of Instructional Material Summer Review Institute posted for LEAs to begin local review/adoption process.	
<b>August 2021</b> Draft Standards posted on PED Website.	<b>Late Summer 2022</b> Release new tools to support in the selection of supplemental materials.		
<b>September 2021</b> Submission to the NM Register to begin the Rulemaking Process	<b>October 2022</b> Adopted core materials will be available at the six regional review centers for districts to access.		
<b>September 2021</b> Notice of Proposed Rulemaking Posted 45-day public comment period began on September 28, 2021	<b>Date Determined by Districts</b> SEG dollars can be utilized to purchase supplemental and core materials based on local decision making.		
<b>November 2021</b> Public Hearing Friday, November 12, from 1–5 p.m. on Zoom	<div>For more information please visit: <a href="https://webnew.ped.state.nm.us/bureaus/literacy-humanities/social-studies/">https://webnew.ped.state.nm.us/bureaus/literacy-humanities/social-studies/</a></div>		
<b>November-December 2021</b> Educator writing committee reconvenes to develop revisions to draft based on public comment.			
<b>December 2021-January 2022</b> Completed re-developed standards will be adopted, posted in the New Mexico Register, and disseminated.			