

# **New Mexico Social Studies Standards**



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# New Mexico Social Studies Standards

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## Introduction

*Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.*

*-National Council for the Social Studies*

“Democratic societies rely on high-quality social studies instruction, cultivating students who delve deeper into issues and problems that vex humankind” (Hatti, Stern, Fisher, & Frey, 2020). A rigorous social studies education is necessary to prepare students for success in the 21st century and is critical for the health of our democracy. Foundational to a rigorous social studies education is a set of high-quality social studies standards.

However, for the standards to best be implemented, each district in the state must engage students in a rigorous and relevant K–12 social studies program. It will also require an articulated district curriculum that connects students to the social world through informed instructional experiences led by teachers who are committed to active civic participation. This represents a bold step toward a vision of social studies for all of New Mexico’s students.

Additional information can be found at <https://webnew.ped.state.nm.us/bureaus/instructional-materials/new-mexico-content-standards/>.

## Overview of the Standards

New Mexico social studies standards, with anchor standards and performance standards, are mandated for students in grades K–12. The social studies standards include six strands: (1) civics; (2) economics/personal financial literacy; (3) geography; (4) history; (5) ethnic, cultural, and identity studies; and (6) inquiry. The strands are organized by anchor standard. Anchor standards are the core ideas, at the heart of a discipline, to be implemented across a K–12 social studies program. Anchor standards establish the universal vision that defines what students should understand and be able to do, with increasing complexity as described in the performance indicators, each school year. Students get multiple opportunities to engage with anchor standards via the grade-level performance indicators. Anchor standards remain the same through all grades and courses. Anchor standards 1 through 22 are discipline based, and anchor standards 23 through 27 are inquiry based. Anchor standards are then unpacked via performance indicators. Performance indicators are specific grade-appropriate content to be mastered by the end of a particular grade. They are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. They emphasize the essential knowledge and skills in each discipline.

Each set of grade-level standards begins with a set of inquiry standards. The inquiry standards define key skills within social studies. These standards are meant to be used in concert with the content standards throughout the course of study, whenever appropriate. How these standards are integrated into the curriculum is a school and classroom decision.

These standards were developed with the following guiding principles in mind:

- Incorporating major historical themes such as power, class conflict, struggle, geopolitical impact, social justice, and equity and diversity through content standards designed to teach these topics in developmentally appropriate ways
- Developing student agency and leadership, employability skills, critical thinking applied to histories, stories, and the long-term impact of political decisions
- Diverging 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
- Identifying tools to share authentic stories, including the study of relationship between power and oppression
- Supporting the development of a strong critical historical consciousness representative of many perspectives while allowing students to maintain their own cultural integrity while learning about others
- Empowering students to develop pride in their identity, history, culture, and region by incorporating a community-based approach while preparing students to be a part of a global environment
- Utilizing historical events from a future-focused orientation
- Developing a future-focused orientation that allows students to be critical thinkers in considering historical context in mending, healing, and transforming future interactions

## How to Read the Standards

### Color Coding of the Standards

The standards are color-coded to allow for quick identification of the inquiry/content area of the standard.

<b>Civics</b> <b>(Blue)</b>	<b>Economics/ Personal Financial Literacy</b> <b>(Yellow)</b>	<b>Geography</b> <b>(Green)</b>	<b>History</b> <b>(Purple)</b>	<b>Ethnic, Cultural, and Identity Studies</b> <b>(Orange)</b>	<b>Inquiry</b> <b>(Red)</b>
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## How to Read the Document

Theme 2: Myself and My Community	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
<b>Civics 3. Civic Dispositions and Democratic Principles</b>	<ul style="list-style-type: none"> <li>• K.10. Identify the local, state, and national symbols (e.g., flag, bird, song).</li> </ul>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>• K.11. Compare traditions found in communities over time.</li> </ul>
<b>History 19. Power Dynamics, Leadership, and Agency</b>	<ul style="list-style-type: none"> <li>• K.12. Demonstrate an awareness of community leaders (teacher, principal, Mayor, Tribal Leaders).</li> </ul>
<b>Ethnic, Cultural, and Identity Standards 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>• K.13. Sequence important events in your life.</li> <li>• K.14. Identify how individuals are similar and different.</li> </ul>

The standards are organized by theme.

The performance standard identifies what students should know and be able to do.

The standards are also organized by anchor standards, which outline key ideas within the social studies discipline and provide coherence in the document.

## Anchor Standards

The standards document is organized using a set of anchor standards. The purpose of anchor standards is twofold: (1) 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/Personal Financial Literacy	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 11</b> Geographic Representations and Reasoning	<b>Anchor Standard 15</b> Historical Change, Continuity, Context, and Reconciliation	<b>Anchor Standard 20</b> Diversity and Identity	<b>Anchor Standard 23</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 12</b> Location, Place, and Region	<b>Anchor Standard 16</b> Cause and Consequence	<b>Anchor Standard 21</b> Identity in History	<b>Anchor Standard 24</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 13</b> Movement, Population, and Systems	<b>Anchor Standard 17</b> Historical Thinking	<b>Anchor Standard 22</b> Community Equity Building	<b>Anchor Standard 25</b> Develop Claims
	<b>Anchor Standard 8</b> Money and Markets	<b>Anchor Standard 14</b> Human-Environmental Interactions and Sustainability	<b>Anchor Standard 18</b> Critical Consciousness and Perspectives		<b>Anchor Standard 26</b> Communicate and Critique Conclusions
	<b>Anchor Standard 9</b> Global Economy		<b>Anchor Standard 19</b> Power Dynamics, Leadership, and Agency		<b>Anchor Standard 27</b> Take Informed Action
<b>Anchor Standard 4</b> Roles and Responsibilities of a Civic Life	<b>Anchor Standard 10</b> Personal Financial Literacy				

# Kindergarten

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
<b>Inquiry 23. Construct Compelling and Supporting Questions</b>	<ul style="list-style-type: none"> <li>● K.1. With prompting and support, recognize a compelling (big idea) question.</li> <li>● K.2. With prompting and support, identify the relationship between compelling (big idea) and supporting questions.</li> </ul>
<b>Inquiry 26. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>● K.3. With prompting and support, construct responses to compelling questions using examples.</li> </ul>
<b>Inquiry 27. Take Informed Action</b>	<ul style="list-style-type: none"> <li>● K.4. Take group or individual action to help address local, regional, or global problems or issues.</li> <li>● K.5. Participate in deliberative and democratic procedures to make decisions about and act on civic problems or issues in their classrooms.</li> </ul>

Theme 1: Roles and Responsibilities	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
<b>Civics 2. Processes, Rules, and Laws</b>	<ul style="list-style-type: none"> <li>● K.6. Communicate the purpose of rules.</li> <li>● K.7. Explain how the rules help us work together.</li> </ul>
<b>Civics 4. Roles and Responsibilities of a Civic Life</b>	<ul style="list-style-type: none"> <li>● K.8. Identify the consequences of following and not following rules.</li> <li>● K.9. Identify authority figures and describe their roles.</li> </ul>

<b>Theme 2: Myself and My Community</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Civics 3. Civic Dispositions and Democratic Principles</b>	<ul style="list-style-type: none"> <li>● K.10. Identify the local, state, and national symbols (e.g., flag, bird, song).</li> </ul>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● K.11. Compare traditions found in communities over time.</li> </ul>
<b>History 19. Power Dynamics, Leadership, and Agency</b>	<ul style="list-style-type: none"> <li>● K.12. Demonstrate an awareness of community leaders (teacher, principal, mayor, tribal leaders).</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>● K.13. Sequence important events in their life.</li> <li>● K.14. Identify how individuals are similar and different.</li> </ul>

<b>Theme 3: Needs and Wants</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Economics/Personal Financial Literacy 6. Incentives and Choices</b>	<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>
<b>Economics/Personal Financial Literacy 8. Money and Markets</b>	<ul style="list-style-type: none"> <li>● K.16. Identify examples of goods and services.</li> <li>● K.17. Explain what scarcity is and how scarcity affects the accessibility of goods and services.</li> </ul>

<b>Theme 4: Spaces and Places</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Geography 11. Geographic Representations and Reasoning</b>	<ul style="list-style-type: none"> <li>● K.18. With prompting and support, create maps of familiar areas, such as the classroom, school, and community that include labels.</li> </ul>
<b>Geography 12. Location, Place, and Region</b>	<ul style="list-style-type: none"> <li>● K.19. Recognize and identify signs and symbols around their town and community including the locations of places, people, and objects.</li> <li>● K.20. Identify the differences and similarities between a globe and a map. Explain the purpose of a globe and map.</li> </ul>
<b>Geography 13. Movement, Population, and Systems</b>	<ul style="list-style-type: none"> <li>● K.21. Explain why and how people move from place to place within a community.</li> </ul>

<b>Theme 5: Social Identity</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <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. Explore their personal history, culture, and past.</li> <li>● K.25. With support, learn about current contributions of people in their main identity groups.</li> </ul>

<b>Theme 6: Personal Financial Literacy</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Economics/Personal Financial Literacy 10. Personal Financial Literacy</b>	<ul style="list-style-type: none"> <li>● K.26. Recognize personal finance choices people make.</li> </ul>

# First Grade

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
<b>Inquiry 23. Construct Compelling and Supporting Questions</b>	<ul style="list-style-type: none"> <li>• 1.1. Recognize a compelling question.</li> <li>• 1.2. Generate supporting questions related to compelling questions within a variety of social studies topics.</li> </ul>
<b>Inquiry 24. Gather and Evaluate Sources</b>	<ul style="list-style-type: none"> <li>• 1.3. Interact with a variety of primary and secondary sources.</li> </ul>
<b>Inquiry 26. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>• 1.4. Construct responses to compelling questions using examples.</li> </ul>
<b>Inquiry 27. Take Informed Action</b>	<ul style="list-style-type: none"> <li>• 1.5. Take group or individual action to help address local, regional, and/or global problems or issues.</li> <li>• 1.6. Use deliberative and democratic procedures to make decisions about and act on civic problems or issues in their classrooms.</li> </ul>

Theme 1: Living, Learning, and Working Together	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
<b>Civics 4. Roles and Responsibilities of a Civic Life</b>	<ul style="list-style-type: none"> <li>• 1.7. Explain and provide examples of how people play important roles in society.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 22. Community Equity Building</b>	<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>

<b>Theme 2: Cultures Within Our Communities</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>1.9. Compare life in New Mexico in the past to life in New Mexico today.</li> </ul>
<b>History 17. Historical Thinking</b>	<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>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>1.12. Examine and identify cultural differences within their community.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 21. Identity in History</b>	<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>

<b>Theme 3: Making Choices</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Economics/Personal Financial Literacy 6. Incentives and Choices</b>	<ul style="list-style-type: none"> <li>1.14. Examine choices that families make in purchasing general goods and identify costs associated with these choices.</li> </ul>
<b>Economics/Personal Financial Literacy 8. Money and Markets</b>	<ul style="list-style-type: none"> <li>1.15. Examine decisions that people make about spending and saving money.</li> </ul>

<b>Theme 4: Interactions With Our Physical Environment</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Geography 11. Geographic Representations and Reasoning</b>	<ul style="list-style-type: none"> <li>● 1.16. 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>● 1.17. Identify the common symbols used on maps for human-made structures and physical features.</li> <li>● 1.18. 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>
<b>Geography 12. Location, Place, and Region</b>	<ul style="list-style-type: none"> <li>● 1.19. Explain how human-made structures are all examples of how people modify the physical environment to meet needs and wants.</li> </ul>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>● 1.20. Explain how people interact with their physical environment in ways that may have a positive or a negative effect on natural resources.</li> </ul>

<b>Theme 5: Multiple Identities</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>● 1.21. Explain how groups of people believe different things and live in unique ways.</li> <li>● 1.22. Explain how student and individual identities are part of what makes each person unique and special.</li> </ul>

## Theme 6: Personal Financial Literacy

### Anchor Standard

*The student demonstrates an understanding of:*

### Performance Standard

*Therefore, the student is able to:*

### Economics/Personal Financial Literacy 10. Personal Financial Literacy

- 1.23. Identify examples of producers and consumers.
- 1.24. Examine how earning money through work is related to the purchase of goods and services.

## Second Grade

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
<b>Inquiry 23. Construct Compelling and Supporting Questions</b>	<ul style="list-style-type: none"> <li>● 2.1. Explain why a compelling question is important.</li> <li>● 2.2. Generate supporting questions related to compelling questions within a variety of social studies topics.</li> </ul>
<b>Inquiry 24. Gather and Evaluate Sources</b>	<ul style="list-style-type: none"> <li>● 2.3. With support, determine if a source is primary or secondary.</li> </ul>
<b>Inquiry 26. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>● 2.4. With support, construct responses to compelling questions using reasoning, examples, and relevant details.</li> </ul>
<b>Inquiry 27. Take Informed Action</b>	<ul style="list-style-type: none"> <li>● 2.5. Take group or individual action to help address local, regional, and/or global problems or issues.</li> <li>● 2.6. Use deliberative and democratic procedures to make decisions about and act on civic problems or issues in their classrooms.</li> </ul>

Theme 1: We the People	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
<b>Civics 2. Processes, Rules, and Laws</b>	<ul style="list-style-type: none"> <li>● 2.7. Evaluate how American society has changed through rules and laws.</li> <li>● 2.8. Understand the purposes and structures of government (tribal, local, state, national government).</li> </ul>
<b>Civics 3. Civic Dispositions and Democratic Principles</b>	<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>

<b>Theme 1: We the People (Continued)</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Civics 4. Roles and Responsibilities of a Civic Life</b>	<ul style="list-style-type: none"> <li>● 2.11. Examine and understand the various qualities of leadership.</li> </ul>

<b>Theme 2: Looking in Our Past</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● 2.12. Describe events in North America that illustrate how people from diverse cultural groups aimed to work through conflicts to solve a problem.</li> <li>● 2.13. Compare diverse world communities to local communities in terms of members, customs, and traditions.</li> <li>● 2.14. Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local and national events.</li> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>● 2.15. Identify and compare the diverse North American cultural groups of the past and today.</li> <li>● 2.16. Evaluate the effects of people, goods, and ideas that diffused from one community to other communities and their impact.</li> </ul>

<b>Theme 3: What We Make and Use</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Economics/Personal Financial Literacy 5. Economic Decision Making</b>	<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> <li>● 2.18. Explore how communities share resources and services with other communities.</li> </ul>
<b>Economics/Personal Financial Literacy 7. Economic Systems and Models</b>	<ul style="list-style-type: none"> <li>● 2.19. Investigate what resources are available in their community, how available resources differ in communities, and what resources are obtained from neighboring communities.</li> </ul>

<b>Theme 4: Cultures and Environment</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Geography 11. Geographic Representations and Reasoning</b>	<ul style="list-style-type: none"> <li>● 2.20. Using maps, identify and locate the United States, Canada, and Mexico as the countries that make up North America.</li> <li>● 2.21. Identify and locate the bordering states to New Mexico and understand that New Mexico is in the Southwest.</li> </ul>
<b>Geography 12. Location, Place, and Region</b>	<ul style="list-style-type: none"> <li>● 2.22. Compare the human and physical characteristics of two regions in the United States.</li> <li>● 2.23. Generate a description for their region of the United States by identifying unique features.</li> </ul>
<b>Geography 13. Movement, Population, and Systems</b>	<ul style="list-style-type: none"> <li>● 2.24. List at least three different waves of migration to the Western hemisphere in chronological order.</li> </ul>

<b>Theme 4: Cultures and Environment (Continued)</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>• 2.25. Describe ways in which individuals and groups use or conserve natural resources.</li> </ul>

<b>Theme 5: Multi-identity Interactions</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>• 2.26. Express a positive view of themselves while demonstrating respect and empathy for others.</li> <li>• 2.27. Describe ways we are similar and different from people who share identities and people who do not.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 22. Community Equity Building</b>	<ul style="list-style-type: none"> <li>• 2.28. Demonstrate respect for the feelings of people who are similar to or different from them.</li> </ul>

<b>Theme 6: Personal Financial Literacy</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Economics/Personal Financial Literacy 10. Personal Financial Literacy</b>	<ul style="list-style-type: none"> <li>• 2.29. Identify different types of jobs performed in their community.</li> <li>• 2.30. Assess priorities when making financial decisions.</li> <li>• 2.31. Classify financial goals as short-term or long-term.</li> </ul>

## Third Grade

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
<b>Inquiry 23. Construct Compelling and Supporting Questions</b>	<ul style="list-style-type: none"> <li>● 3.1. Explain how a compelling question represents key ideas.</li> <li>● 3.2. Use supporting questions to help answer the compelling question in an inquiry.</li> </ul>
<b>Inquiry 24. Gather and Evaluate Sources</b>	<ul style="list-style-type: none"> <li>● 3.3. With support, determine the credibility of sources.</li> </ul>
<b>Inquiry 25. Develop Claims</b>	<ul style="list-style-type: none"> <li>● 3.4. Cite evidence that supports a response to supporting or compelling questions.</li> </ul>
<b>Inquiry 26. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>● 3.5. Construct responses to compelling questions using reasoning, examples, and relevant details.</li> </ul>
<b>Inquiry 27. Take Informed Action</b>	<ul style="list-style-type: none"> <li>● 3.6. Identify challenges and opportunities when taking action to address problems or issues, including predicting possible outcomes.</li> <li>● 3.7. Use deliberative and democratic procedures to make decisions about and act on civic problems or issues in their classrooms.</li> </ul>

Theme 1: Citizenship	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
<b>Civics 3. Civic Dispositions and Democratic Principles</b>	<ul style="list-style-type: none"> <li>● 3.8. Explain how the democratic principles motivate people to migrate then and now.</li> </ul>

<b>Civics 4. Roles and Responsibilities of a Civic Life</b>	<ul style="list-style-type: none"> <li>● 3.9. Explain how to be a responsible and active citizen in a democracy.</li> </ul>
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**Theme 2: Global Immigration and Migration**

<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Geography 13. Movement, Population, and Systems</b>	<ul style="list-style-type: none"> <li>● 3.10. Evaluate the reasons for migration and immigration and the effects on people, culture, and ideas in world communities.</li> <li>● 3.11. Analyze how human settlement and movement impact diverse groups of people.</li> <li>● 3.12. Analyze the movement of Indigenous groups, including the removal and return of Indigenous people throughout New Mexico and the United States.</li> </ul>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● 3.13. Explain how world events impact New Mexico and the United States, both in the past and present.</li> </ul>
<b>History 17. Historical Thinking</b>	<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>

<b>Theme 3: Global Issues and Events</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Economics/Personal Financial Literacy 7. Economic Systems and Models</b>	<ul style="list-style-type: none"> <li>● 3.15. Investigate who receives the goods that are produced in various world communities.</li> </ul>
<b>Economics/Personal Financial Literacy 9. Global Economy</b>	<ul style="list-style-type: none"> <li>● 3.16. Explore the concepts of surplus and scarcity in relation to resources for various world communities.</li> <li>● 3.17. Explore the basic economic concepts of supply and demand.</li> <li>● 3.18. Explain how supply and demand influence prices and trade.</li> <li>● 3.19. Describe how technological developments in transportation and communication influence trade over time.</li> <li>● 3.20. Identify currency, credit, debit, and checks as the basic means of exchange in Western society.</li> <li>● 3.21. Compare currency, credit, debit, and checks in the United States to other world monetary systems.</li> </ul>

<b>Theme 4: Our Changing World</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Geography 11. Geographic Representations and Reasoning</b>	<ul style="list-style-type: none"> <li>● 3.22. 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> <li>● 3.23. Identify and use a variety of digital and analog mapping tools to locate places.</li> </ul>
<b>Geography 12. Location, Place, and Region</b>	<ul style="list-style-type: none"> <li>● 3.24. 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> <li>● 3.25. Identify the components of the Earth's biosystems and their makeup.</li> </ul>

<b>Theme 5: Global Diversity and Identity</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>• 3.26. Express a positive view of themselves while demonstrating respect and empathy for others.</li> <li>• 3.27. Compare and contrast their cultural identity with other people and groups.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 22. Community Equity Building</b>	<ul style="list-style-type: none"> <li>• 3.28. Identify the actions of people and groups who have worked throughout history to improve their community which then leads to a more equitable society.</li> </ul>

<b>Theme 6: Personal Financial Literacy</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Economics/Personal Financial Literacy 10. Personal Financial Literacy</b>	<ul style="list-style-type: none"> <li>• 3.29. 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>• 3.30. Create a plan with specific steps to reach a short-term financial goal.</li> </ul>

## Fourth Grade

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
<b>Inquiry 23. Construct Compelling and Supporting Questions</b>	<ul style="list-style-type: none"> <li>● 4.1. Generate compelling questions in an inquiry.</li> <li>● 4.2. Use supporting questions to help answer the compelling question in an inquiry.</li> </ul>
<b>Inquiry 25. Develop Claims</b>	<ul style="list-style-type: none"> <li>● 4.3. Cite evidence that supports a response to supporting or compelling questions.</li> </ul>
<b>Inquiry 26. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>● 4.4. Construct responses to compelling questions using reasoning, examples, and relevant details.</li> </ul>
<b>Inquiry 27. Take Informed Action</b>	<ul style="list-style-type: none"> <li>● 4.5. Identify challenges and opportunities when taking action to address problems or issues, including predicting possible outcomes.</li> <li>● 4.6. Use deliberative and democratic procedures to make decisions about and act on civic problems or issues in their classrooms.</li> </ul>

Theme 1: New Mexico Government Past and Present	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
<b>Civics 2. Processes, Rules, and Laws</b>	<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>
<b>Civics 3. Civic Dispositions and Democratic Principles</b>	<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>

## Theme 1: New Mexico Government Past and Present (*Continued*)

**History 19. Power Dynamics, Leadership, and Agency**

- 4.10. Investigate how different groups have influenced the ways that state issues are viewed and resolved.

## Theme 2: Migration and Settlement in New Mexico

**Anchor Standard**

*The student demonstrates an understanding of:*

**Performance Standard**

*Therefore, the student is able to:*

**Geography 13. Movement, Population, and Systems**

- 4.11. Describe the different groups of people that have settled in New Mexico throughout history and describe their contributions to New Mexico cultures.

**History 16. Cause and Consequence**

- 4.12. Describe the interactions between Indigenous people and European settlers including agriculture, cultural exchanges, alliances, and conflicts.

**History 17. Historical Thinking**

- 4.13. Create a timeline that depicts events and the changes in New Mexico during a selected time period.

**History 19. Power Dynamics, Leadership, and Agency**

- 4.14. Examine the changes in governance of New Mexico.

<b>Theme 3: New Mexico Trade and Industry</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Economics/Personal Financial Literacy 5. Economic Decision Making</b>	<ul style="list-style-type: none"> <li>● 4.15. Explain the impact of using natural resources on the local, county, and state economy.</li> </ul>
<b>Economics/Personal Financial Literacy 7. Economic Systems and Models</b>	<ul style="list-style-type: none"> <li>● 4.16. Explain how trade and industry in New Mexico is impacted by bordering economies (Mexico, Arizona, Colorado, Texas).</li> <li>● 4.17. Research and create a list of products, goods, and services that New Mexico imports and exports.</li> </ul>
<b>Economics/Personal Financial Literacy 8. Money and Markets</b>	<ul style="list-style-type: none"> <li>● 4.18. Explore the significance of various industries in New Mexico.</li> </ul>

<b>Theme 4: Resources and Land Use in New Mexico</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Geography 11. Geographic Representations and Reasoning</b>	<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 divisions of New Mexico and compare and contrast its diverse geography.</li> <li>● 4.20. Using a variety of maps, investigate and compare how New Mexico's boundaries have changed over time.</li> <li>● 4.21. Apply geographic tools of title, grid system, legends, symbols, scale and compass rose to construct and interpret digital and analog maps.</li> <li>● 4.22. Describe and identify the regions and four provinces that make up New Mexico's land surface.</li> </ul>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>● 4.23. Explore how geographic factors influence locations of settlements and use of natural resources to meet the basic needs of humans.</li> </ul>

<b>Theme 5: New Mexico Identity and Diversity</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>● 4.24. Explain why various individuals and groups during the same historical period differed in their perspectives towards significant historical events.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>● 4.25. Participate in inquiry of other people's lives and experiences while demonstrating respect and empathy for others.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 21. Identity in History</b>	<ul style="list-style-type: none"> <li>● 4.26. Explain connections among historical contexts and people's perspectives at the time.</li> </ul>

## Theme 6: Personal Financial Literacy

### Anchor Standard

*The student demonstrates an understanding of:*

### Performance Standard

*Therefore, the student is able to:*

### Economics/Personal Financial Literacy 10. Personal Financial Literacy

- 4.27. Establish the purpose of banks and how they work.
- 4.28. Explain what a checking and savings account are used for.

## Fifth Grade

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
<b>Inquiry 23. Construct Compelling and Supporting Questions</b>	<ul style="list-style-type: none"> <li>● 5.1. Generate compelling and related supporting questions in an inquiry.</li> <li>● 5.2. Use supporting questions to help answer the compelling question in an inquiry.</li> </ul>
<b>Inquiry 24. Gather and Evaluate Sources</b>	<ul style="list-style-type: none"> <li>● 5.3. With support, identify primary and secondary sources and determine their credibility.</li> </ul>
<b>Inquiry 25. Develop Claims</b>	<ul style="list-style-type: none"> <li>● 5.4. Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</li> </ul>
<b>Inquiry 26. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>● 5.5. Construct responses to compelling questions supported by reasoning and evidence.</li> </ul>
<b>Inquiry 27. Take Informed Action</b>	<ul style="list-style-type: none"> <li>● 5.6. Identify challenges and opportunities when taking action to address problems or issues, including predicting possible outcomes.</li> <li>● 5.7. Use a range of consensus-building and democratic procedures to make decisions about and act on civic problems or issues in the classroom.</li> </ul>

<b>Theme 1: Development and Establishment of U.S. Government</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Civics 1. Civic and Political Institutions</b>	<ul style="list-style-type: none"> <li>● 5.8. Identify and explain the structure and function of the three branches of government and how they form the basis for our constitutional and federal republic.</li> </ul>
<b>Civics 2. Processes, Rules, and Laws</b>	<ul style="list-style-type: none"> <li>● 5.9. Analyze how different individuals and groups influenced the creation and interpretation of the founding documents.</li> </ul>
<b>Civics 3. Civic Dispositions and Democratic Principles</b>	<ul style="list-style-type: none"> <li>● 5.10. Explain how the principles of the founding documents and the principle of liberty became unifying ideas of American democracy.</li> </ul>
<b>Civics 4. Roles and Responsibilities of a Civic Life</b>	<ul style="list-style-type: none"> <li>● 5.11. Evaluate how the Bill of Rights shaped the rights of United States citizens.</li> </ul>

<b>Theme 2: Inequity and Justice in the United States</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 19. Power Dynamics, Leadership, and Agency</b>	<ul style="list-style-type: none"> <li>● 5.12. Explore inequity throughout the history of the United States and its connection to conflict that arises today.</li> </ul>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● 5.13. Examine history from the perspectives of the participants using a variety of narratives.</li> </ul>

<b>Theme 2: Inequality and Justice in the United States (Continued)</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 17. Historical Thinking</b>	<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> <li>• 5.15. Analyze the causes of the Civil War and the effects individuals and groups had on the conflict.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>• 5.16. Create and use a chronological sequence of 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> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>• 5.18. Explain the connections among historical contexts and people’s perspectives during major historical events in the United States.</li> </ul>

<b>Theme 3: Human Rights and Economic Development</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Economics/Personal Financial Literacy 5. Economic Decision Making</b>	<ul style="list-style-type: none"> <li>• 5.19. Using examples from the Western Hemisphere, explore and illustrate the role of scarcity historically and today.</li> <li>• 5.20. Analyze how economic success is defined differently by various communities in the United States throughout the past and present.</li> <li>• 5.21. Identify and compare the major natural resources and industries of two or more countries in Western Hemisphere.</li> </ul>
<b>Economics/Personal Financial Literacy 7. Economic Systems and Models</b>	<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 U.S. economy.</li> </ul>

<b>Theme 4: Human Impact on Environment</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Geography 11. Geographic Representations and Reasoning</b>	<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>● 5.25. Demonstrate how the states are organized, including time zones and the regions of the United States.</li> <li>● 5.26. Use geographic and place-based vocabulary to communicate locations and navigate from one place to another.</li> </ul>
<b>Geography 12. Location, Place, and Region</b>	<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>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>● 5.28. Examine and explain how the physical environment influences human population distribution and land use.</li> </ul>

<b>Theme 5: Identity in Multiple Spaces</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>● 5.29. Identify how the beliefs, experiences, perspectives, and values contribute to forming points of view about civic issues.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>● 5.30. Demonstrate knowledge of family history, culture, and past contributions of people in their main identity groups.</li> <li>● 5.31. Explain how the treatment of groups of people in the past and present impacts who they are.</li> </ul>

## Theme 6: Personal Financial Literacy

### Anchor Standard

*The student demonstrates an understanding of:*

### Performance Standard

*Therefore, the student is able to:*

### Economics/Personal Financial Literacy 10. Personal Financial Literacy

- 5.32. Create a way to keep track of money spent and saved.
- 5.33. Determine the relationship between long-term goals and opportunity cost.

## Sixth Grade

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
<b>Inquiry 23. Construct Compelling and Supporting Questions</b>	<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>● 6.3. Categorize questions as compelling (main topic) or supporting questions.</li> <li>● 6.4. Generate relevant questions to be answered by historical inquiry that allow for multiple approaches of exploration.</li> </ul>
<b>Inquiry 24. Gather and Evaluate Sources</b>	<ul style="list-style-type: none"> <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 judgment in a source and identify the author perspectives and possible biases.</li> <li>● 6.7. Compare a variety of map projections to evaluate how information is presented and analyze how cartographic conventions portray intended and unintended bias.</li> <li>● 6.8. Evaluate the credibility of a source by determining its relevance and intended use.</li> </ul>
<b>Inquiry 25. Develop Claims</b>	<ul style="list-style-type: none"> <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 topic.</li> </ul>
<b>Inquiry 26. Communicate and Critique Conclusions</b>	<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> </ul>
<b>Inquiry 27. Take Informed Action</b>	<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 history and culture of other people.</li> <li>● 6.16. Explain the challenges and opportunities people from the past faced when taking action to address problems.</li> </ul>

<b>Theme 1: Introduction to Geography and Historical Thinking</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Geography 11. Geographic Representations and Reasoning</b>	<ul style="list-style-type: none"> <li>6.17. Create and use maps, globes, and graphs to gather, analyze, and report geographic information.</li> </ul>
<b>Geography 12. Location, Place, and Region</b>	<ul style="list-style-type: none"> <li>6.18. Identify how natural forces shape Earth's environments and regions.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>6.19. Identify how differences and similarities between diverse groups impact perspectives.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 21. Identity in History</b>	<ul style="list-style-type: none"> <li>6.20. Demonstrate relationships between personal events and historical events.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 22. Community Equity Building</b>	<ul style="list-style-type: none"> <li>6.21. Explain how the treatment of people in ancient civilizations shaped group identities and cultures.</li> </ul>

## Theme 2: The Environment and Early Civilizations: Human Beginnings and Ancestral Cultures

<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Civics 1. Civic and Political Institutions</b>	<ul style="list-style-type: none"> <li>● 6.22. Identify the social structures of early humans.</li> </ul>
<b>Economics/Personal Financial Literacy 9. Global Economy</b>	<ul style="list-style-type: none"> <li>● 6.23. Analyze the economic impact that surpluses of food and goods have on the growth of civilizations.</li> </ul>
<b>Geography 11. Geographic Representations and Reasoning</b>	<ul style="list-style-type: none"> <li>● 6.24. Compare environmental and geographic characteristics of locations of the earliest human settlements.</li> </ul>
<b>Geography 12. Location, Place, and Region</b>	<ul style="list-style-type: none"> <li>● 6.25. Compare ancient cultural and early technological innovations of one early Mesoamerican and one South American civilization.</li> <li>● 6.26. Compare cultural, political, and religious characteristics of early river valley civilizations.</li> </ul>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>● 6.27. Describe how the local environment impacts cultures and technology.</li> <li>● 6.28. Describe how people impact the local environment.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>● 6.29. Analyze the impact that the Agricultural Revolution had on hunter-gatherers and nomadic peoples.</li> </ul>

<b>Theme 3: Classical Eastern and Western Civilizations</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Content Standard</b> <i>Therefore, the student is able to:</i>
<b>Civics 1. Civic and Political Institutions</b>	<ul style="list-style-type: none"> <li>● 6.30. Describe cultural and political structures in classical eastern societies.</li> <li>● 6.31. Describe cultural and political structures in classical western societies.</li> <li>● 6.32. Compare and contrast classical forms of government and political structure to our current United States government and political structure.</li> </ul>
<b>Civics 4. Roles and Responsibilities of a Civic Life</b>	<ul style="list-style-type: none"> <li>● 6.33. Identify rights and responsibilities of citizens and noncitizens in civic participation within the governmental systems such as monarchy, democracy, republic, and oligarchy.</li> </ul>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● 6.34. Evaluate the lasting impact of philosophy, art, science, and technology of Classical Greece, Rome, India, and China.</li> <li>● 6.35. Evaluate the factors that allowed classical civilizations to thrive.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>● 6.36. Identify the political and social issues that lead to the development of new philosophies during the classical period.</li> <li>● 6.37. Compare strategies used by classical civilizations to maintain their empires.</li> <li>● 6.38. Compare causes of decline in the Roman, Han, and Gupta empires.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>● 6.39. Describe the interactions of religious and philosophical perspectives and explain their impact on European, Asian, and African societies during the classical period.</li> </ul>

<b>Theme 4: Post-classical Societies and Trade Networks</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to</i>
<b>Economics/ Personal Financial Literacy 5. Economic Decision Making</b>	<ul style="list-style-type: none"> <li>● 6.40. Describe the distribution of resources among classes in the feudal hierarchy of European and Asian societies.</li> </ul>
<b>Geography 13. Movement, Population, and Systems</b>	<ul style="list-style-type: none"> <li>● 6.41. Identify and compare the movement of key religions and philosophies over time.</li> </ul>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● 6.42. Analyze the significance of innovations such as scientific, mathematical, and technological in European, African, and Asian societies.</li> <li>● 6.43. Explain how religion and philosophy shaped European, Asian, and African societies during the post-classical period.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>● 6.44. Explain what led to the emergence of European feudalism.</li> </ul>

**Theme 4: Post-classical Societies and Trade Networks (continued)**

<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Economics/Personal Financial Literacy 5. Economic Decision Making</b>	<ul style="list-style-type: none"> <li>● 6.45. Describe how trade networks and the transfer of goods and ideas linked post-classical societies.</li> <li>● 6.46. Explain the role of trade in the development and growth of societies.</li> </ul>
<b>Economics/Personal Financial Literacy 8. Money and Markets</b>	<ul style="list-style-type: none"> <li>● 6.47. Explain how the interaction between producers and consumers in the trade networks satisfied economic wants and needs.</li> </ul>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>● 6.48. Compare how regional environments impacted the advances of technology for travel and trade.</li> </ul>

<b>Theme 5: Encounters and Exchanges: 600 CE–1300 CE</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Geography 11. Geographic Representations and Reasoning</b>	<ul style="list-style-type: none"> <li>● 6.49. Use maps to explain how encounters and exchanges linked the world.</li> </ul>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● 6.50. Examine instances of conflict and oppression in Medieval times as well as responses to these violations.</li> </ul>
<b>History 16. Causes and Consequence</b>	<ul style="list-style-type: none"> <li>● 6.51. Analyze the diffusion and the social, political, and economic effects of the Black Death.</li> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>● 6.52. Examine and explain how the perspectives and encounters between Christians, Muslims, and Jews impacted individuals and society.</li> </ul>

<b>Theme 6: Personal Financial Literacy</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Economics/Personal Financial Literacy 10. Personal Financial Literacy</b>	<ul style="list-style-type: none"> <li>● 6.53. Analyze how external factors might influence spending decisions for different individuals and households.</li> <li>● 6.54. Give examples of financial risks that individuals and households face.</li> </ul>

## Seventh Grade

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
<b>Inquiry 23. Construct Compelling and Supporting Questions</b>	<ul style="list-style-type: none"> <li>● 7.1. Develop compelling questions about a relevant topic of interest.</li> <li>● 7.2. Create supporting questions from credible sources to expand on the compelling question.</li> </ul>
<b>Inquiry 24. Gather and Evaluate Sources</b>	<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> </ul>
<b>Inquiry 25. Develop Claims</b>	<ul style="list-style-type: none"> <li>● 7.7. Use primary and secondary sources to develop an argument and cite specific textual evidence to support the claim.</li> <li>● 7.8. Make connections between current events, historical materials, and personal experience.</li> </ul>
<b>Inquiry 26. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <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>● 7.10. Engage in academic discussions analyzing multiple viewpoints on public issues.</li> </ul>
<b>Inquiry 27. Take Informed Action</b>	<ul style="list-style-type: none"> <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>● 7.13. Engage in positive civic behaviors to make decisions and take action in classrooms, schools, and communities.</li> </ul>

<b>Theme 1: The Land, People, and Resources of New Mexico</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Civics 1. Civic and Political Institutions</b>	<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.</li> <li>● 7.15. Describe the relationships of tribal, state, and local governments with the national government under the federal system.</li> </ul>
<b>Economics/Personal Financial Literacy 5. Economic Decision Making</b>	<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 and successes.</li> </ul>
<b>Geography 11. Geographic Representations and Reasoning</b>	<ul style="list-style-type: none"> <li>● 7.18. Explain the physical and human characteristics of New Mexico using the Five Themes of Geography.</li> </ul>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>● 7.19. Describe how environmental factors affect human activities and resource use.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>● 7.20. Analyze how groups maintain their cultural heritage and how we see this heritage through the symbols, traditions, and culture of our state.</li> <li>● 7.21. Define and explain the present demographics of our state.</li> <li>● 7.22. Evaluate how society's responses to different social identities lead to access and barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.</li> </ul>

## Theme 2: The Earliest New Mexicans (c. 12000 BCE–c. 1200 BCE)

<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Economics/Personal Financial Literacy 5. Economic Decision Making</b>	<ul style="list-style-type: none"> <li>7.23. Demonstrate how early humans compete and cooperate to gather and use resources.</li> </ul>
<b>Geography 13. Movement, Population, and Systems</b>	<ul style="list-style-type: none"> <li>7.24. Discuss patterns of migration of early people as they settled across New Mexico and the Southwest region.</li> </ul>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>7.25. Compare and contrast nomadic and semi-nomadic lifestyles.</li> </ul>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>7.26. Explain the importance of artifacts and oral histories in understanding how prehistoric people lived.</li> </ul>
<b>History 17. Historical Thinking</b>	<ul style="list-style-type: none"> <li>7.27. Describe the technical limitations of historians and archeologists studying the distant past.</li> </ul>

### Theme 3: The Emergence of Pueblos and Tribes (c. 1200 BCE–c. 1500 CE)

<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Civics 3. Civic Dispositions and Democratic Principles</b>	<ul style="list-style-type: none"> <li>7.28. Describe the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.</li> </ul>
<b>Economics/Personal Financial Literacy 8. Money and Markets</b>	<ul style="list-style-type: none"> <li>7.29. Define the relationship between specialization and interdependence between c. 1200 BCE and c. 1500 CE.</li> <li>7.30. Explain early trade networks and their impact on cultural groups.</li> </ul>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>7.31. Analyze land use patterns of Ancestral Pueblo, Mogollon, and Athabaskan peoples.</li> <li>7.32. Discuss the importance of resource shortages on the lifestyles of the Mogollon and Ancestral Puebloans.</li> </ul>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>7.33. Connect cultural adaptations of the Pueblo, Apache, and Diné people to today.</li> <li>7.34. Compare and contrast Athabaskan culture, agricultural practices, and settlement patterns with those of the Pueblos.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>7.35. Analyze who have been key figures that have contributed to an individual culture and what they did.</li> <li>7.36. Describe the relationship between cultural heritage(s) and personal identity or identities.</li> <li>7.37. Identify what tribal leaders want the world to see when their culture is on display, and how to address negative perceptions.</li> </ul>

<b>Theme 4: The Spaniards Enter the Americas (c. 1490s CE–c. 1590s CE)</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Civics 1. Civic and Political Institutions</b>	<ul style="list-style-type: none"> <li>7.38. Compare and contrast global and historical government systems to the U.S. federal system.</li> </ul>
<b>Economics/Personal Financial Literacy 5. Economic Decision Making</b>	<ul style="list-style-type: none"> <li>7.39. Explain the economic motivation of Spaniards as they enter the lands of, and interact with, the Indigenous peoples of the Americas.</li> </ul>
<b>Economics/Personal Financial Literacy 9. Global Economy</b>	<ul style="list-style-type: none"> <li>7.40. Demonstrate connections between the economies of Spain and the Indigenous People of the Americas.</li> </ul>
<b>Geography 13. Movement, Population, and Systems</b>	<ul style="list-style-type: none"> <li>7.41. Analyze the movement of people, goods, and ideas across the world during the Age of Exploration.</li> </ul>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>7.42. Explore the interactions between the Spaniards and Indigenous peoples.</li> </ul>
<b>History 17. Historical Thinking</b>	<ul style="list-style-type: none"> <li>7.43. Explain the political and religious motivations of Spaniards as they encounter the Indigenous peoples of the Americas.</li> <li>7.44. Analyze the patterns of colonization, exploration, destruction, and creation that came with the occupation of the Americas by Spaniards.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>7.45. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.</li> <li>7.46. Brainstorm ways in which New Mexicans might heal from past and current injustices.</li> </ul>

## Theme 5: The Spanish Colonial Period (c. 1500s CE–1821 CE)

<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Civics 2. Processes, Rules, and Laws</b>	<ul style="list-style-type: none"> <li>● 7.47. Describe the relationship between a nation-state and its colonies.</li> <li>● 7.48. Draw conclusions about how the policies of the Spanish monarchy in New Spain impacted the people of New Spain.</li> </ul>
<b>Economics/Personal Financial Literacy 5. Economic Decision Making</b>	<ul style="list-style-type: none"> <li>● 7.49. Describe Spanish economic policies that led to colonial isolation and their impact on the people of New Mexico.</li> </ul>
<b>Geography 11. Geographic Representations and Reasoning</b>	<ul style="list-style-type: none"> <li>● 7.50. Discuss the role of El Camino Real as a significant corridor for movement of people, goods, and ideas.</li> </ul>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>● 7.51. Explain how differing places, people, and resources affected events in New Mexico during the Spanish Colonial period.</li> <li>● 7.52. Evaluate and compare practices of land usage and ownership between Indigenous peoples and Spaniards.</li> </ul>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● 7.53. Compare and contrast the revolts and resistance movements under Spanish rule.</li> </ul>
<b>History 18. Critical Consciousness and Perspective</b>	<ul style="list-style-type: none"> <li>● 7.54. Assess evidence of Spanish influence in New Mexico today.</li> </ul>
<b>Ethnic, Cultural and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>● 7.55. Describe key figures that have made significant contributions to an individual culture.</li> <li>● 7.56. Explore personal, familial, and societal cultures in the modern day.</li> <li>● 7.57. Discuss the importance of respecting individual cultures and explore how to address stereotypes.</li> </ul>

<b>Theme 6: The Mexican Period (1821 CE–1850 CE)</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Civics 1. Civic and Political Institutions</b>	<ul style="list-style-type: none"> <li>7.58. Examine how conflict over social class (castas), land and culture led to Mexican independence from Spain.</li> </ul>
<b>Economics/Personal Financial Literacy 5. Economic Decision Making</b>	<ul style="list-style-type: none"> <li>7.59. Summarize the relationship between specialization and interdependence between 1821 CE and 1850 CE.</li> </ul>
<b>Economics/Personal Financial Literacy 8. Money and Markets</b>	<ul style="list-style-type: none"> <li>7.60. Investigate the use of trade routes and systems to analyze the economic impact they had on New Mexico as well as those who traded with New Mexicans.</li> </ul>
<b>Geography 11. Geographic Representations and Reasoning</b>	<ul style="list-style-type: none"> <li>7.61. Describe how the movement of people influenced the division and control of resources.</li> </ul>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>7.62. Explain the impact Mexican Independence had on New Mexico.</li> <li>7.63. Demonstrate how troubles between Texas and the government of Mexico impacted New Mexico.</li> </ul>
<b>History 17. Historical Thinking</b>	<ul style="list-style-type: none"> <li>7.64. Interpret the factors that led people in New Mexico to resist and rebel against political leadership between 1821 CE and 1850 CE.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>7.65. Use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups.</li> </ul>

## Theme 7: American Western Expansion (1848 CE–1869 CE)

<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Civics 3. Civic Dispositions and Democratic Principles</b>	<ul style="list-style-type: none"> <li>7.66. Analyze US policies on expansion into the Southwest, including how they reflected US civic ideals of the time and conflicted with those that resided in New Mexico already and had historically made their home here.</li> </ul>
<b>Economics/Personal Financial Literacy 7. Economic Systems and Models</b>	<ul style="list-style-type: none"> <li>7.67. Show the correlation between the territorial and Indigenous economies, including how both were impacted by US federal policies.</li> </ul>
<b>Geography 13. Movement, Population, and Systems</b>	<ul style="list-style-type: none"> <li>7.68. Distinguish land use patterns of Anglo-Americans during the American westward expansion period.</li> </ul>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>7.69. Evaluate the significance of short- and long-range trails throughout the lands gained in the Mexican Cession.</li> </ul>
<b>History 17. Historical Thinking</b>	<ul style="list-style-type: none"> <li>7.70. Categorize causes and consequences of the U.S. military invasion of Mexico and New Mexico.</li> <li>7.71. Explore the impact of land ownership throughout New Mexico History.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>7.72. Identify how stereotyping influences social perspectives about members of a group.</li> </ul>

<b>Theme 8: Early American Territorial Period (1850 CE–1880s CE)</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Civics 2. Processes, Rules, and Laws</b>	<ul style="list-style-type: none"> <li>7.73. 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> </ul>
<b>Economics/Personal Financial Literacy 8. Money and Markets</b>	<ul style="list-style-type: none"> <li>7.74. Describe the economy of territorial New Mexico from various perspectives.</li> </ul>
<b>Geography 13. Movement, Population, and Systems</b>	<ul style="list-style-type: none"> <li>7.75. Identify cultural diffusion into and out of the New Mexico territory.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>7.76. Identify causes and consequences of US government policies that impacted the territory of New Mexico.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>7.77. Identify and describe the traditions, rites, and norms of the groups to which the student identifies as belonging and explore how these traditions, rights, and norms may have changed over time.</li> </ul>

<b>Theme 9: Personal Financial Literacy</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Economics/Personal Financial Literacy 10. Personal Financial Literacy</b>	<ul style="list-style-type: none"> <li>7.78. Summarize how the distribution of resources impacts consumerism and individual financial decisions.</li> <li>7.79. Differentiate between saving and investing.</li> </ul>

## Eighth Grade

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
<b>Inquiry 23. Construct Compelling and Supporting Questions</b>	<ul style="list-style-type: none"> <li>● 8.1. Develop compelling questions about a relevant topic of interest.</li> <li>● 8.2. Create supporting questions from credible sources to expand on the compelling question.</li> </ul>
<b>Inquiry 24. Gather and Evaluate Sources</b>	<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>● 8.5. Describe how geographic representations can express both geospatial locations and human bias.</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> </ul>
<b>Inquiry 25. Develop Claims</b>	<ul style="list-style-type: none"> <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> </ul>

<b>Inquiry (Continued)</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Inquiry 26. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <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. Portray historical people, places, events, and ideologies of the time to examine history from the perspective of the participants through creative expression.</li> <li>● 8.17. Use applicable presentation technology to communicate research findings or other significant information.</li> <li>● 8.18. Conduct a research project to answer a self-generated question of historical significance and apply problem-solving skills to historical research.</li> </ul>
<b>Inquiry 27. Take Informed Action</b>	<ul style="list-style-type: none"> <li>● 8.19. Recognize and value my group identities without perceiving or treating others as inferior.</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 civic behaviors in classrooms, schools, and the broader community.</li> <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 toward mending, healing, and transforming the future.</li> </ul>

<b>Theme 1: Geography and Indigenous Peoples of North America</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Civics 1. Civic and Political Institutions</b>	<ul style="list-style-type: none"> <li>● 8.24. Compare Indigenous government structures to those of the United States today.</li> <li>● 8.25. Describe the ways Indigenous peoples organize themselves and their societies.</li> </ul>
<b>Civics 3. Civic Dispositions and Democratic Principles</b>	<ul style="list-style-type: none"> <li>● 8.26. Describe the role of community members in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.</li> </ul>
<b>Geography 11. Geographic Representations and Reasoning</b>	<ul style="list-style-type: none"> <li>● 8.27. Use the five themes of geography (location, place, movement, human-environmental interaction, and region) to describe a specific Sovereign Tribal Nation or Indigenous peoples group of North America.</li> <li>● 8.28. Analyze how historic events are shaped by geography.</li> </ul>
<b>Geography 12. Location, Place, and Region</b>	<ul style="list-style-type: none"> <li>● 8.29. Define a region by its human and physical characteristics.</li> </ul>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>● 8.30. Describe how Indigenous people of North America adapted to their environment.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>● 8.31. Describe how knowledge and perspectives of Indigenous peoples can help inform solutions to environmental and human rights issues.</li> <li>● 8.32. Draw a diagram or make a model to illustrate how Indigenous people have preserved their histories.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 21. Identity in History</b>	<ul style="list-style-type: none"> <li>● 8.33. Compare and contrast the various origins (indigenous, forced, voluntary) of identity groups in the United States.</li> </ul>

## Theme 2: Age of Exploration and Exploitation (c. 1400 CE–1500 CE)

<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Civics 1. Civic and Political Institutions</b>	<ul style="list-style-type: none"> <li>8.34. Discuss the relationship between a ruler of a nation-state and the citizens of its colonies.</li> </ul>
<b>Economics/Personal Financial Literacy 7. Economics Systems and Models</b>	<ul style="list-style-type: none"> <li>8.35. Illustrate significant European economic theories and their connection to the colonization of the Western Hemisphere.</li> </ul>
<b>Geography 13. Movement, Population, and Systems</b>	<ul style="list-style-type: none"> <li>8.36. Describe the causes and effects of exploration and expansion into the Americas by the Europeans during the 15th and 16th centuries.</li> </ul>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>8.37. Identify key people, places, and ideas from major European nations of the 15th and 16th centuries.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 21. Identity in History</b>	<ul style="list-style-type: none"> <li>8.38. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between c. 1400 CE and 1500 CE.</li> <li>8.39. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.</li> </ul>

<b>Theme 3: Colonization (1490 CE–1750 CE)</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Geography 13. Movement, Population, and Systems</b>	<ul style="list-style-type: none"> <li>8.40. Compare and contrast reasons why people moved to—and left—the Thirteen Colonies.</li> </ul>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>8.41. Critique the ideas and belief systems related to land- and resource-use among Indigenous peoples and Europeans.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>8.42. Evaluate the impacts of European colonization on Indigenous populations.</li> <li>8.43. Describe the impact of slavery on African populations in Africa and the Americas.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 21. Identity in History</b>	<ul style="list-style-type: none"> <li>8.44. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group between 1490 CE and 1750 CE.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 22. Community Equity Building</b>	<ul style="list-style-type: none"> <li>8.45. Discuss how the exchanges of resources and culture across civilizations led to the emergence of a global society.</li> <li>8.46. 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> </ul>

## Theme 4: Causes, Events, and Impact of the American Revolution (1763 CE–1787 CE)

<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Civics 3. Civic Dispositions and Democratic Principles</b>	<ul style="list-style-type: none"> <li>8.47. Assess the responses of various groups to British policies in the Thirteen Colonies.</li> </ul>
<b>Economics/Personal Financial Literacy 5. Economic Decision Making</b>	<ul style="list-style-type: none"> <li>8.48. Identify and analyze the economic specializations of the Thirteen Colonies.</li> </ul>
<b>Geography 11. Geographic Representations and Reasoning</b>	<ul style="list-style-type: none"> <li>8.49. Synthesize geographic information about the significance of the Thirteen Colonies to the British Empire.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>8.50. Identify Indigenous peoples alliances during and after the American Revolutionary War.</li> <li>8.51. Compare and contrast the efforts of the American and British governments to gain the services of African Americans with recruitment of Indigenous peoples.</li> </ul>
<b>History 17. Historical Thinking</b>	<ul style="list-style-type: none"> <li>8.52. Compare and contrast the causes, demographics, and results of the American Revolution.</li> <li>8.53. Discuss the role of religion in the Thirteen Colonies and its impact on developing American identity.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 21. Identity in History</b>	<ul style="list-style-type: none"> <li>8.54. Examine the demographics of the Thirteen Colonies in the years leading up to and during the American Revolution.</li> </ul>

## Theme 5: Constitution and Foundation of the Republic (1787 CE–1815 CE)

<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Civics 1. Civic and Political Institutions</b>	<ul style="list-style-type: none"> <li>● 8.55. Examine how challenges the government faced because of the Articles of Confederation resolved at the Constitutional Convention.</li> <li>● 8.56. Evaluate how individuals and groups addressed specific problems at various levels to form a new republic.</li> <li>● 8.57. Identify and apply the function of the first 10 Amendments (the Bill of Rights).</li> </ul>
<b>Civics 3. Civic Dispositions and Democratic Principles</b>	<ul style="list-style-type: none"> <li>● 8.58. Identify parallels in language or intent (construct or content) between Enlightenment philosophies and the ideas expressed in the founding documents of the United States.</li> <li>● 8.59. Cite specific examples of precedents established in the Early Republic that impact American lives today.</li> </ul>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● 8.60. Identify and describe the structure and function of the three branches of government, as laid out in the US Constitution.</li> </ul>
<b>History 17. Historical Thinking</b>	<ul style="list-style-type: none"> <li>● 8.61. Compare and contrast the causes, demographics, and results of the American Revolution with the French and Latin American revolutions.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 21. Identity in History</b>	<ul style="list-style-type: none"> <li>● 8.62. Describe the influence of diverse ideologies on politics, society, and culture in early U.S. history.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 22. Community Equity Building</b>	<ul style="list-style-type: none"> <li>● 8.63. Discuss the similarities, differences, and interactions between civil rights and civil liberties.</li> <li>● 8.64. Evaluate the role of racial social constructs in the structures and functions of 21st-century American society.</li> </ul>

## Theme 6: Expansion and Displacement (1815 CE–1850 CE)

<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Civics 2. Processes, Rules, and Laws</b>	<ul style="list-style-type: none"> <li>● 8.65. Identify policies of this era that define the relationship between federal, state, and tribal governments through treaties, court decisions, and land acquisition statutes.</li> <li>● 8.66. Evaluate the efficacy of formal U.S. policies of expansion, their effects on Sovereign Tribal Nations' ability to self-govern, and Indigenous resistance efforts to preserve tribal sovereignty.</li> </ul>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>● 8.67. Describe a human-created environmental concern related to western expansion, including different contemporary perspectives and other historical context between 1815 CE and 1850 CE.</li> </ul>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● 8.68. Compare and contrast Indigenous and Hispanic peoples assimilation experiences with later immigrants' experience as part of expansion across the territorial United States.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>● 8.69. Describe causes and effects of the Mexican American War and its consequences on residents living in the "new" U.S. Territories.</li> <li>● 8.70. Examine the ways in which the United States acquired new territories, including purchases, forced relocation, treaties, annexation, and war.</li> </ul>
<b>History 19. Power Dynamics, Leadership, and Agency</b>	<ul style="list-style-type: none"> <li>● 8.71. Analyze why and how Indigenous peoples resisted United States territorial expansion.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 21. Identity in History</b>	<ul style="list-style-type: none"> <li>● 8.72. Analyze the motivations of various groups and their impacts on western expansion and the settlement of the United States.</li> <li>● 8.73. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.</li> </ul>

## Theme 7: Sectionalism (1830 CE–1860 CE)

<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Civics 2. Processes, Rules, and Laws</b>	<ul style="list-style-type: none"> <li>8.74. Compare the federal government’s response to the southern states’ call for independence with that of the original Thirteen Colonies.</li> </ul>
<b>Civics 3. Civic Dispositions and Democratic Principles</b>	<ul style="list-style-type: none"> <li>8.75. Critique citizens’ responses to changing political and social policies during the early 19th century.</li> </ul>
<b>Economics/Personal Financial Literacy 5. Economic Decision Making</b>	<ul style="list-style-type: none"> <li>8.76. Identify and explain the economic differences between the North and the South.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>8.77. Demonstrate how conflicts over slavery led the North and South to war.</li> </ul>
<b>History 17. Historical Thinking</b>	<ul style="list-style-type: none"> <li>8.78. Compare and contrast the causes, demographics, and results of the Haitian Revolution and enslaved peoples’ rebellions between 1830 CE and 1860 CE.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>8.79. Examine how enslaved people adapted within and resisted their captivity.</li> <li>8.80. Describe the formation of African American cultures and identities in free and enslaved communities.</li> <li>8.81. Identify and explore how current traditions, rights, and norms of identity groups have changed or are changing over time.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 22. Community Equity Building</b>	<ul style="list-style-type: none"> <li>8.82. Apply knowledge of an event of the Sectionalism and Reform Era to analyze current issues and events.</li> </ul>

<b>Theme 8: The Civil War (1860 CE–1865 CE)</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Civics 1. Civic and Political Institutions</b>	<ul style="list-style-type: none"> <li>• 8.83. Discuss the nature of civil wars in general, and the role of border states and territories in the U.S. Civil War specifically and explore the role the territory of New Mexico played.</li> </ul>
<b>Economics/Personal Financial Literacy 8. Money and Markets</b>	<ul style="list-style-type: none"> <li>• 8.84. Summarize a significant economic warfare initiative of the Civil War through creative expression.</li> <li>• 8.85. Explain how Union Army strategies and other socioeconomic changes at the end of the Civil War led to an economic depression in the southeastern United States.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>• 8.86. Evaluate the impact of science and technology during the Civil War period.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 21. Identity in History</b>	<ul style="list-style-type: none"> <li>• 8.87. Deconstruct the Emancipation Proclamation to determine its contemporary purpose and current significance.</li> <li>• 8.88. Discuss the impact of the Western Campaign on Indigenous peoples.</li> </ul>

## Theme 9: Reconstruction (1865 CE–1877 CE)

<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Civics 2. Processes, Rules, and Laws</b>	<ul style="list-style-type: none"> <li>8.89. Discuss the impact of significant legislation and judicial precedents in formally perpetuating systemic oppression.</li> <li>8.90. Analyze the impact of individuals and reform movements that advocated for greater civil rights and liberties throughout early U.S. history.</li> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>8.91. Demonstrate why different people may have different perspectives of the same historical event and why multiple interpretations should be considered to avoid historical linearity and inevitability.</li> </ul>
<b>History 19. Power Dynamics, Leadership, and Agency</b>	<ul style="list-style-type: none"> <li>8.92. Describe how white supremacist groups' organizations in the United States arose with the intention of maintaining the oppression of specific groups through informal institutions.</li> <li>8.93. Describe demographic shifts because of the Civil War and Reconstruction.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 21. Identity in History</b>	<ul style="list-style-type: none"> <li>8.94. Explore and demonstrate the contemporary and current significance of Juneteenth.</li> <li>8.95. 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> </ul>
<b>Ethnic, Cultural, and Identity Studies 22. Community Equity Building</b>	<ul style="list-style-type: none"> <li>8.96. 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>

<b>Theme 10: Immigration and Industrialization (c. 1880 CE–1920 CE)</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Civics 4. Roles and Responsibilities of a Civic Life</b>	<ul style="list-style-type: none"> <li>8.97. Investigate the causes and effects of diverse ideologies on politics, society, and culture that are associated with immigration and migration.</li> </ul>
<b>Economics/Personal Financial Literacy 6. Incentives and Choices</b>	<ul style="list-style-type: none"> <li>8.98. Analyze the benefits and challenges that are associated with rapidly growing urban areas because of industrialization.</li> </ul>
<b>Geography 13. Movement, Population, and Systems</b>	<ul style="list-style-type: none"> <li>8.99. Identify immigration and emigration factors that motivated groups to move to and within the United States during time periods of mass immigration.</li> </ul>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>8.100. Analyze the development of the women’s suffrage movement over time and its legacy.</li> <li>8.101. Make personal connections to immigration stories and experiences—both in the past and in the present.</li> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>8.102. Examine both sides in debate or academic discussion of politics in response to immigration.</li> </ul>

<b>Theme 11: Personal Financial Literacy</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Economics/Personal Financial Literacy 10. Personal Financial Literacy</b>	<ul style="list-style-type: none"> <li>8.103. Determine the relationship between long-term goals and opportunity cost.</li> <li>8.104. Identify ways insurance may minimize personal financial risk.</li> <li>8.105. Illustrate the power of compounding to highlight the importance of investing at a young age.</li> </ul>

## HS Civics

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
<b>Inquiry 23. Construct Compelling and Supporting Questions</b>	<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>
<b>Inquiry 24. Gather and Evaluate Sources</b>	<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> </ul>
<b>Inquiry 25. Develop Claims</b>	<ul style="list-style-type: none"> <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> </ul>
<b>Inquiry 26. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <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 their 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> </ul>
<b>Inquiry 27. Take Informed Action</b>	<ul style="list-style-type: none"> <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 decisions and take action in their classrooms, schools, and out-of-school contexts.</li> </ul>

## High School Civics

<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Civics 1. Civic and Political Institutions</b>	<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.15. Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time.</li> <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.17. Evaluate multiple sources and cite evidence investigating the relationships between equality, equity, justice, freedom, human rights, and order in U.S. representative democracy.</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 United States and in diverse regions in the world.</li> <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> <li>● 9-12.Civ.21. Evaluate the way America's the United States' founding principles and constitutional structures have influenced initiatives and revisions to foreign policy over time.</li> <li>● 9-12.Civ.22. Research multiple sources to think critically about how the United States conducts itself in international relations and how international standards affect U.S. domestic policy.</li> </ul>
<b>Civics 2. Processes, Rules, and Laws</b>	<ul style="list-style-type: none"> <li>● 9-12 Civ.23. Analyze the U.S. Constitution and its founding principles.</li> <li>● 9-12.Civ.24. Evaluate procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.</li> <li>● 9-12.Civ.25. Evaluate sources to determine how people use and challenge local, state, national, and international laws to address a variety of public issues.</li> <li>● 9-12.Civ.26. Evaluate public policies in terms of intended and unintended outcomes and related consequences.</li> <li>● 9-12.Civ.27. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good and protecting civil and human rights.</li> <li>● 9-12.Civ.28. Evaluate the U.S. justice system over time and its impacts on policy, society, economics, and individual rights.</li> <li>● 9-12.Civ.29. Explain the unique features and processes of New Mexico's constitution.</li> </ul>

	<ul style="list-style-type: none"> <li>● 9-12.Civ.30. Evaluate the contributions of New Mexico’s diverse populations to its governmental structure and outcomes.</li> <li>● 9-12.Civ.31. Investigate challenges and opportunities within and between different government entities in New Mexico.</li> </ul>
<b>Civics 3. Civic Dispositions and Democratic Principles</b>	<ul style="list-style-type: none"> <li>● 9-12.Civ.32. 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.33. Analyze civic virtues and principles, governance, and the role of the people in creating a government “of the people, by the people, and for the people” at all levels of government.</li> <li>● 9-12.Civ.34. Apply civic dispositions and democratic principles when working with others.</li> <li>● 9-12.Civ.35. Analyze founding documents and their impact on national unity over time.</li> <li>● 9-12.Civ.36. Evaluate the tensions between personal interests, different cultural groups, and civic responsibilities or the common good over time.</li> </ul>
<b>Civics 4. Roles and Responsibilities of a Civic Life</b>	<ul style="list-style-type: none"> <li>● 9-12.Civ.37. Participate in civil discourse to promote greater understanding around historical, contemporary, and future opportunities and obstacles.</li> <li>● 9-12.Civ.38. 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. Evaluate how fundamental U.S. principles have been interpreted over time and how they currently shape policy debates.</li> <li>● 9-12.Civ.40. Develop strategies for evaluating multiple perspectives about current events and policy issues.</li> <li>● 9-12.Civ.41. Analyze historic inequalities and evaluate proposed solutions to correct them.</li> <li>● 9-12.Civ.42. 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.43. Evaluate sources and determine potential bias in the media and how that impacts government decision making.</li> <li>● 9-12.Civ.44. Evaluate the effects of diverse ideologies and the process of political socialization on oneself and society.</li> <li>● 9-12.Civ.45. Analyze rights and obligations of citizens of the United States.</li> <li>● 9-12.Civ.46. Critique leadership strategies through past and present examples of change-makers.</li> <li>● 9-12.Civ.47. 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.48. Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and international government.</li> <li>● 9-12.Civ.49. Take informed action to improve your community.</li> </ul>

# HS Economics

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
<b>Inquiry 23. Construct Compelling and Supporting Questions</b>	<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> </ul>
<b>Inquiry 24. Gather and Evaluate Sources</b>	<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> </ul>
<b>Inquiry 25. Develop Claims</b>	<ul style="list-style-type: none"> <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> </ul>
<b>Inquiry 26. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>● 9-12.Econ.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> <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 their 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> </ul>
<b>Inquiry 27. Take Informed Action</b>	<ul style="list-style-type: none"> <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>

<b>High School Economics</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Economics/Personal Financial Literacy 5. Economic Decision Making</b>	<ul style="list-style-type: none"> <li>● 9-12.Econ.13. Apply understanding of economic concepts and systems to analyze decision making 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.15. Use cost-benefit analysis and marginal analysis to evaluate an economic issue.</li> <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. Evaluate the market value of income earned through wages and other activities associated with saving and investing.</li> </ul>
<b>Economics/Personal Financial Literacy 7. Economic Systems and Models</b>	<ul style="list-style-type: none"> <li>● 9-12.Econ.18. Analyze the production, distribution, and consumption of goods and services.</li> <li>● 9-12.Econ.19. Evaluate economic theories for their compatibility with democracy.</li> <li>● 9-12.Econ.20. Compare the advantages and disadvantages of major economic systems found around the world.</li> <li>● 9-12.Econ.21. Critique inequalities that exist in economic systems.</li> <li>● 9-12.Econ.22. Use economic data to evaluate the positive and negative aspects of U.S. capitalism in relationship to other economic systems.</li> <li>● 9-12.Econ.23. Analyze how national and global economic trends, practices, and policies impact the state and local economies in New Mexico.</li> <li>● 9-12.Econ.24. Critique the impact of globalization on New Mexico and its citizens.</li> <li>● 9-12.Econ.25. Evaluate the impact of environmental externalities in New Mexico's communities.</li> <li>● 9-12.Econ.26. Evaluate opportunities for economic diversification that can significantly impact state and local conditions.</li> </ul>

<b>Economics/Personal Financial Literacy 8. Money and Markets</b>	<ul style="list-style-type: none"> <li>● 9-12.Econ.27. Explain how buyers and sellers interact to create markets and market structures.</li> <li>● 9-12.Econ.28. 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.29. Evaluate the role played by competition in the market.</li> <li>● 9-12.Econ.30. Evaluate the role of financial institutions in a market economy.</li> <li>● 9-12.Econ.31. Analyze the role of money in the economy.</li> <li>● 9-12.Econ.32. Critique specific government policies or 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.33. Generate possible explanations for a government role in markets when market inefficiencies exist.</li> <li>● 9-12.Econ.34. Evaluate the causes and implications of market failures.</li> <li>● 9-12.Econ.35. 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.36. Use economic indicators and data to analyze the health of the U.S. economy in relation to other countries.</li> <li>● 9-12.Econ.37. Evaluate how fiscal and monetary policy choices have economic consequences for different stakeholders in a variety of economic conditions.</li> <li>● 9-12.Econ.38. Evaluate foreign and domestic issues related to U.S. economic growth over time.</li> <li>● 9-12.Econ.39. Explain the effect of advancements in technology and training on economic growth and standards of living across diverse groups and circumstances.</li> </ul>
<b>Economics/Personal Financial Literacy 9. Global Economy</b>	<ul style="list-style-type: none"> <li>● 9-12.Econ.40. 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.41. Explain how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations.</li> <li>● 9-12.Econ.42. Evaluate how geography, demographics, industry structure, and the rules of economic institutions influence a nation's economic development.</li> <li>● 9-12.Econ.43. Analyze why a country might participate in global trade.</li> <li>● 9-12.Econ.44. Connect how trade agreements between nations have short- and long-term effects.</li> <li>● 9-12.Econ.45. Construct an argument about how global interdependence impacts individuals, institutions, and societies based on documented evidence.</li> </ul>
<b>Economics/Personal Financial Literacy 10. Personal Financial Literacy</b>	<ul style="list-style-type: none"> <li>● 9-12.Econ.46. Explain how and why people make choices to improve their economic well-being.</li> <li>● 9-12.Econ.47. Compare the costs and benefits of saving, using credit, and or making certain types of financial investments.</li> <li>● 9-12.Econ.48. Evaluate how and why individuals choose to accept risk, reduce risk, or transfer risk to others.</li> <li>● 9-12.Econ.49. Investigate ways that personal information is fraudulently obtained.</li> <li>● 9-12.Econ.50. Identify voluntary (e.g., retirement contributions) and involuntary deductions (e.g., payroll taxes) and how they impact net income.</li> <li>● 9-12.Econ.51. Prepare a budget or spending plan that depicts varying sources of income, a planned saving strategy, taxes, and other sources of fixed and variable spending.</li> <li>● 9-12.Econ.52. Evaluate options for payment on credit cards and the consequences of each option.</li> <li>● 9-12.Econ.53. Describe how a credit score impacts the ability to borrow money and at what rate.</li> <li>● 9-12.Econ.54. Identify various strategies students can use to finance higher education and how to access</li> </ul>

student aid through completion of the Free Application for Federal Student Aid (FAFSA).

- 9-12.Econ.55. Calculate the total cost of repaying a loan under various rates of interest and over different time periods.
- 9-12.Econ.56. Explain what a mortgage is, why most Americans require one to finance a home, and the challenges of financing mortgages on tribal land.
- 9-12.Econ.57. Explain how investing may build wealth and help meet financial goals (e.g., stocks, bonds, mutual funds, retirement savings options, real estate).
- 9-12.Econ.58. Explain various types of insurance and the purpose of using insurance to protect financial interests.

# HS Geography

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
<b>Inquiry 23. Construct Compelling and Supporting Questions</b>	<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>
<b>Inquiry 24. Gather and Evaluate Sources</b>	<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> </ul>
<b>Inquiry 25. Develop Claims</b>	<ul style="list-style-type: none"> <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 knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>
<b>Inquiry 26. Communicate and Critique Conclusions</b>	<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 their 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> </ul>
<b>Inquiry 27. Take Informed Action</b>	<ul style="list-style-type: none"> <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>

<b>High School Geography</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Geography 11. Geographic Representations and Reasoning</b>	<ul style="list-style-type: none"> <li>● 9-12.Geo.13. Analyze 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.15. Interpret geographic characteristics of cultures, economies, and political systems.</li> <li>● 9-12.Geo.16. Analyze geographic representations to explain changes over time.</li> <li>● 9-12.Geo.17. Apply geographic knowledge and geospatial skills to interpret the past and present to make informed decisions.</li> </ul>
<b>Geography 12. Location, Place, and Region</b>	<ul style="list-style-type: none"> <li>● 9-12.Geo.18. Interpret the reciprocal relationship between physical, geographical locations and the patterns and processes humans create within them.</li> <li>● 9-12.Geo.19. Evaluate the process of place-making and the development of place-based identity.</li> <li>● 9-12.Geo.20. Explain the distinguishing features of formal, functional, and perceptual regions.</li> </ul>
<b>Geography 13. Movement, Population, and Systems</b>	<ul style="list-style-type: none"> <li>● 9-12.Geo.21. Explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at local, national, and global scales.</li> <li>● 9-12.Geo.22. Evaluate the causes, characteristics, and impact of diffusion: the spread of ideas, religion, beliefs, cultural practices and traits, language, artifacts, methods, technologies, and diseases over time.</li> <li>● 9-12.Geo.23. Describe how human systems, perceptions, and identities shape places and regions over time.</li> <li>● 9-12.Geo.24. Analyze and predict how location, place, and region impact the evolution of human perspectives and identities.</li> <li>● 9-12.Geo.25. Describe how particular historical events and developments shape human processes and systems in a given place or region over time.</li> <li>● 9-12.Geo.26. Predict future social, political, economic, cultural, religious, spiritual, and environmental opportunities as well as obstacles associated with movement, population, decision making, and perspectives in a given place or region.</li> </ul>

**Geography 14. Human-Environmental Interactions and Sustainability**

- 9-12.Geo.27. Develop reasoned ethical judgments about people, places, events, phenomena, ideas, or developments, and determine appropriate ways to respond.
- 9-12.Geo.28. Analyze shifting U.S. government environmental policies and regulations in response to changing human-environmental interactions.
- 9-12.Geo.29. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
- 9-12.Geo.30. Assess the reciprocal relationship between the physical environment and culture within local, national, and global scales.
- 9-12.Geo.31. Evaluate how economic globalization and the scarcity of resources contribute to conflict and cooperation within and among countries.
- 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.
- 9-12.Geo.33. Assess how social, economic, political, and environmental developments at global, national, regional and local levels affect the sustainability of modern and traditional cultures.

# HS New Mexico History

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
<b>Inquiry 23. Construct Compelling and Supporting Questions</b>	<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> </ul>
<b>Inquiry 24. Gather and Evaluate Sources</b>	<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> </ul>
<b>Inquiry 25. Develop Claims</b>	<ul style="list-style-type: none"> <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 strengths and limitations of both.</li> </ul>
<b>Inquiry 26. Communicate and Critique Conclusions</b>	<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 their purpose.</li> <li>● 9-12.NMH.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, oral, and digital technologies.</li> <li>● 9-12.NMH.10. Critique the use of claims and evidence in arguments for credibility.</li> </ul>
<b>Inquiry 27. Take Informed Action</b>	<ul style="list-style-type: none"> <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> </ul>

<b>Theme 1: Treaty of Guadalupe Hidalgo</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● 9-12.NMH.13. Connect various disputes that occurred as a result of Article X being stricken from the Treaty of Guadalupe Hidalgo.</li> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>● 9-12.NMH.14. Dissect the Treaty of Guadalupe Hidalgo and evaluate how the different people of New Mexico were addressed and impacted by the document.</li> </ul>
<b>History 19. Power Dynamics, Leadership, and Agency</b>	<ul style="list-style-type: none"> <li>● 9-12.NMH.15. Examine the rights that were guaranteed to New Mexico citizens in Article IX of the Treaty of Guadalupe Hidalgo and the reason why Article X would have been stricken.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>● 9-12.NMH.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> </ul>

<b>Theme 2: New Mexico's Territorial Period</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>● 9-12.NMH.17. Examine the changes in the plains of New Mexico as irrigation and cattle ranches expanded into the territory.</li> </ul>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● 9-12.NMH.18 Assess the changes of the land and society initiated by the railroad system, along with the immigrant population it brought to the New Mexico territory.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>● 9-12.NMH.19. Examine the causes and effects of the Civil War and the battles that ensued within New Mexico.</li> <li>● 9-12.NMH.20. Explain how the Homestead Act of 1862 impacted the demographics of New Mexico.</li> <li>● 9-12.NMH.21. Probe the beginnings of the boarding school system and its ramifications on Indigenous communities in New Mexico and abroad.</li> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>● 9-12.NMH.22. Evaluate the role of race and racism in the acts of land redistribution during the territorial period.</li> </ul>
<b>History 19. Power Dynamics, Leadership, and Agency</b>	<ul style="list-style-type: none"> <li>● 9-12.NMH.23. Contextualize the struggles toward statehood by including the Hispanic and Indigenous populations' resistance to newcomers.</li> </ul>

<b>Theme 3: Statehood and Functions of State/Tribal Governments</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Civics 1. Civic and Political Institutions</b>	<ul style="list-style-type: none"> <li>● 9-12.NMH.24. Compare and contrast the similarities and differences between the three branches of the federal and state governments.</li> </ul>
<b>Civics 2. Processes, Rules, and Laws</b>	<ul style="list-style-type: none"> <li>● 9-12.NMH.25. Analyze the requirements for statehood.</li> </ul>
<b>Civics 3. Civic Dispositions and Democratic Principles</b>	<ul style="list-style-type: none"> <li>● 9-12.NMH.26. Define sovereignty and explore how tribal sovereignty has been interpreted over time by Indigenous peoples and distinguish ways in which the different tribes in New Mexico conduct governmental affairs.</li> </ul>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● 9-12.NMH.27. Evaluate efforts by the people of New Mexico to become a state and analyze outside perspectives to the entrance of New Mexico as a state.</li> </ul>
<b>History 19. Power Dynamics, Leadership, and Agency</b>	<ul style="list-style-type: none"> <li>● 9-12.NMH.28. Compare and contrast the liberties of people living within a territory vs. a state.</li> </ul>

<b>Theme 4: 1900s–1940s (WWI, WWII, and Between the Wars)</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Economics/Personal Financial Literacy 5. Economic Decision Making</b>	<ul style="list-style-type: none"> <li>9-12.NMH.29. Discuss the sequence of events that led to the Great Depression and the implementation of New Deal programs in New Mexico, including the efficacy of the programs for different communities.</li> </ul>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>9-12.NMH.30. Interpret data and evidence to conduct periodization of key events and contributions by key people to the events that occurred during the early 20th century.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>9-12.NMH.31. Analyze the causes and effects of the Dust Bowl in New Mexico and how it changed or eliminated communities.</li> </ul>
<b>History 17. Historical Thinking</b>	<ul style="list-style-type: none"> <li>9-12.NMH.32. Demonstrate historical argumentation by using various resources and perspectives to show the impact of World War II on the people of New Mexico and the impact that the state’s citizens and resident populations had on the war.</li> <li>9-12.NMH.33. Examine the development of the first atomic bomb and the dawn of the nuclear age born in New Mexico.</li> </ul>

<b>Theme 5: New Mexico and the Cold War</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Economics/Personal Financial Literacy 9. Global Economy</b>	<ul style="list-style-type: none"> <li>9-12.NMH.34. Summarize how the United States and Soviet Union emerged from World War II as superpowers and articulate the difference between communism and capitalism.</li> </ul>
<b>Geography 12. Location, Place, and Region</b>	<ul style="list-style-type: none"> <li>9-12.NMH.35. Explain the impact of the military bases and weapons testing sites in New Mexico as influenced by World War II and the Cold War.</li> </ul>

## Theme 5: New Mexico and the Cold War (*continued*)

<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"><li>● 9-12.NMH.36. Analyze the pros and cons of New Mexico's role in the production of uranium-fueled weapons built during the Cold War.</li></ul>
<b>History 17. Historical Thinking</b>	<ul style="list-style-type: none"><li>● 9-12.NMH.37. Explain the importance of military research and testing facilities in New Mexico during the Cold War and today.</li></ul>

## Theme 6: Civil Rights

<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"><li>● 9-12.NMH.38. Analyze the civil rights era in New Mexico using multiple perspectives.</li></ul>
<b>History 19. Power Dynamics, Leadership, and Agency</b>	<ul style="list-style-type: none"><li>● 9-12.NMH.39. Compare organizations engaged in civil rights work.</li></ul>

<b>Theme 7: Economics and Industries of New Mexico</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Economics/Personal Financial Literacy 5. Economic Decision Making</b>	<ul style="list-style-type: none"> <li>● 9-12.NMH.40. Analyze the private and public industries that have impacted New Mexico's economy.</li> <li>● 9-12.NMH.41. Evaluate the main sources of income for Indigenous populations and how they might be different.</li> </ul>
<b>Geography 12. Location, Place, and Region</b>	<ul style="list-style-type: none"> <li>● 9-12.NMH.42. Give examples of the different types of sites and activities that would make people want to tour aspects of New Mexico.</li> </ul>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>● 9-12.NMH.43. Analyze how New Mexicans maintain an agricultural industry given that they live in one of the driest states in the country.</li> </ul>

<b>Theme 8: Resource Management and Mineral Resources in New Mexico</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 17. Historical Thinking</b>	<ul style="list-style-type: none"> <li>● 9-12.NMH.44. Analyze multiple perspectives of how water use, policy, and management has changed over the centuries in New Mexico.</li> <li>● 9-12.NMH.45. Evaluate the importance of preserving historical sites, culture, and New Mexico's resources.</li> </ul>

# HS U.S. History

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
<b>Inquiry 23. Construct Compelling and Supporting Questions</b>	<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>
<b>Inquiry 24. Gather and Evaluate Sources</b>	<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 examining how experts value the source.</li> </ul>
<b>Inquiry 25. Develop Claims</b>	<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> </ul>
<b>Inquiry 26. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <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 their 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> </ul>
<b>Inquiry 27. Take Informed Action</b>	<ul style="list-style-type: none"> <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>

<b>Theme 1: Reconstruction (1865–1877)</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● 9-12.US.13. Evaluate the long-term consequences of the end of Reconstruction and the rise of Jim Crow on formerly enslaved people and their descendants in all regions of the country.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>● 9-12.US.14. Analyze the short- and long-term effects of the end of the Civil War and Reconstruction period.</li> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>● 9-12.US.15. Evaluate how the events of Reconstruction impacted people from diverse groups.</li> <li>● 9-12.US.16. Explore African American economic, political, and sociocultural (educational, artistic, literary) responses to emancipation and Reconstruction.</li> <li>● 9-12.US.17. Identify the ways in which gender roles were changing and remained unchanged during the 19th century.</li> </ul>
<b>History 19. Power Dynamics, Leadership, and Agency</b>	<ul style="list-style-type: none"> <li>● 9-12.US.18. Explore the efforts of the federal government, African Americans, and civil society reformers to create a new political and social order after emancipation.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>● 9-12.US.19. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.</li> <li>● 9-12.US.20. Identify and explore how current traditions, rights, and norms of identity groups have changed or are changing over time.</li> </ul>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>● 9-12.US.21. Assess how social, economic, political, and environmental developments at global, national, regional, and local levels affect the sustainability of modern and traditional cultures.</li> </ul>

## Theme 2: Rebuilding the United States: Industry and Immigration (1865–1920)

<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● 9-12.US.22. Examine immigration policy in the United States.</li> <li>● 9-12.US.23. Evaluate the following concerning the economic system of the United States: efficiency, equity, equality, and justice.</li> <li>● 9-12.US.24. Examine labor struggles and populist movements in the United States and compare to other movements around the world.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>● 9-12.US.25. Examine the impact of the end of the Civil War on the settlement of the West and on the relationships between the United States and the Indigenous nations in the West.</li> <li>● 9-12.US.26. Explain the various causes of the Industrial Revolution.</li> <li>● 9-12.US.27. Evaluate the consequences of the Industrial Revolution.</li> <li>● 9-12.US.28. Analyze social, political, and economic reasons groups migrated to and within the United States, including push and pull factors.</li> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>● 9-12.US.29. 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.30. Analyze the consequences of the continuing westward expansion of the American people after the Civil War.</li> <li>● 9-12.US.31. Evaluate the impact of the 14th Amendment on Indigenous people and Asian and European immigrant men and women.</li> <li>● 9-12.US.32. Examine the ways that the Great Migration changed America, exploring the ways that African Americans adapted and resisted.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>● 9-12.US.33. Compare and contrast the various origins (indigenous, forced, voluntary) of identity groups in the United States.</li> <li>● 9-12.US.34. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language between 1865 and 1920.</li> </ul>
<b>Geography 13. Movement, Population and Systems</b>	<ul style="list-style-type: none"> <li>● 9-12.US.35. Analyze and predict how locations, places, and regions impact the evolution of human perspective and identity.</li> </ul>

<b>Theme 3: Imperialism (1890–1920)</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● 9-12.US.36. Examine U.S. imperialist policies and practices.</li> <li>● 9-12.US.37. Analyze the influence of cultural, literary, and artistic movements between 1890 and 1920.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>● 9-12.US.38. 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> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>● 9-12.US.39. Evaluate how events during Imperialism impacted people from diverse groups.</li> <li>● 9-12.US.40. Examine ways in which art, journalism, literature, and cultural artifacts served as forms of resistance and contributed to the anti-imperialist movements.</li> </ul>
<b>Ethnic, Cultural, and Identity Standards 21. Identity in History</b>	<ul style="list-style-type: none"> <li>● 9-12.US.41. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between 1890 and 1920.</li> </ul>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>● 9-12.US.42. Describe how particular historical events and developments shape human processes and systems between 1890 and 1920.</li> </ul>

## Theme 4: Progressivism and World War I

<b>Anchor Standard</b> <i>The student demonstrates an understanding of</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>• 9-12.US.43. Examine the ethics of the suppression of civil liberties and human rights during times of conflict and war, past and present.</li> <li>• 9-12.US.44. Analyze the role of the United States in the world and the balance of foreign and domestic priorities.</li> <li>• 9-12.US.45. Analyze the influence of cultural, literary, and/or artistic movements during the Progressive Era and World War I.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>• 9-12.US.46. Distinguish between the long-term causes and triggering events that led the United States into World War I.</li> <li>• 9-12.US.47. 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> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>• 9-12.US.48. Evaluate major reform movements and reformers during the Progressive Era.</li> <li>• 9-12.US.49. Evaluate the inclusivity and exclusivity of Progressive Era reform movements.</li> <li>• 9-12.US.50. Analyze the campaign for, and the opposition to, women’s suffrage in the late 19th and early 20th centuries.</li> <li>• 9-12.US.51. Analyze the strategies of African Americans to achieve basic civil rights in the early 20th century.</li> <li>• 9-12.US.52. Analyze how ideologies of the progressive movement impacted Indigenous people in the United States.</li> </ul>
<b>History 19. Power Dynamics, Leadership, and Agency</b>	<ul style="list-style-type: none"> <li>• 9-12.US.53. Explain what Progressivism meant in the early 20th century through the ideas, actions, and experiences of Progressive leaders.</li> <li>• 9-12.US.54. Analyze the governmental policies of the Progressive period, determine which problems they were designed to solve, and assess their long- and short-term effectiveness.</li> <li>• 9-12.US.55. Analyze the role of the United States in World War I.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>• 9-12.US.56. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups during the Progressive Era and World War I.</li> <li>• 9-12.US.57. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language during the Progressive Era and World War I.</li> </ul>

<b>Theme 5: Conflicts and Transitions (1920–1929)</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>9-12.US.58. Explore the change between traditionalism and modernity in U.S. society in the past and compare it to today.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>9-12.US.59. Assess how new technology in transportation, communication, and finance impacted U.S. society.</li> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>9-12.US.60. Evaluate how the events of the 1920s impacted people from diverse groups.</li> <li>9-12.US.61. Explore the arts, entrepreneurship, and philanthropy of the Harlem Renaissance and its connections to the Great Migration.</li> <li>9-12.US.62. Evaluate the passage of the 19th Amendment from the perspective of diverse groups in U.S. society.</li> <li>9-12.US.63. Examine the ways in which gender role norms changed and stayed the same in the United States in the 1920s.</li> </ul>
<b>History 19. Power Dynamics, Leadership, and Agency</b>	<ul style="list-style-type: none"> <li>9-12.US.64. Examine the conflict between traditionalism and modernity as manifested in the major political and economic events in the first two decades of the 20th century.</li> </ul>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>9-12.US.65. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of the Earth’s surface and resources.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 22. Community Equity Building</b>	<ul style="list-style-type: none"> <li>9-12.US.66. Examine historical and contemporary cultural, economic, political, and social contributions to society by individuals or groups within an identity group.</li> <li>9-12.US.67. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between 1920 and 1929.</li> </ul>

<b>Theme 6: The Great Depression and the New Deal (1929–1941)</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>9-12.US.68. Evaluate New Deal programs and their impact on diverse groups of people in America.</li> <li>9-12.US.69. Analyze the influence of cultural, literary, and/or artistic movements between 1929 and 1941.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>9-12.US.70. Describe the multiple causes and consequences of the global and the U.S. depression of the 1930s.</li> <li>9-12.US.71. Assess the impact and legacy of New Deal relief, recovery, and reform programs.</li> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>9-12.US.72. Examine the lives and experiences of Latinos and other diverse groups and the relationship of the United States to Mexico.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>9-12.US.73. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between 1929 and 1941.</li> </ul>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>9-12.US.74. 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>

<b>Theme 7: World War II</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>9-12.US.75. Analyze the similarities, differences, and connections between the racial social order in the United States, Germany, and other countries during World War II.</li> <li>9-12.US.76. Analyze the influence of cultural, literary, and artistic movements during World War II.</li> </ul>

	<ul style="list-style-type: none"> <li>● 9-12.US.77. Explore the legacy of “othering” in the United States, including boarding schools, internment camps, and detention centers.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>● 9-12.US.78. Explain the reasons for U.S. 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.79. Explain the rise of fascism and the forms it took in Germany and Italy, including ideas and policies that led to the Holocaust, also known as Shoah.</li> <li>● 9-12.US.80. Analyze the events that led to World War II, the major battles of the war, use of nuclear weapons, and the Holocaust, also known as Shoah.</li> <li>● 9-12.US.81. Analyze the consequences of World War II, including the conferences of Allied leaders following the war and the development of human rights.</li> <li>● 9-12.US.82. Assess the social, political, and economic transformation of the United States during World War II.</li> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>● 9-12.US.83. Evaluate how the events during World War II impacted people from diverse groups.</li> <li>● 9-12.US.84. Examine the ways in which gender roles changed and stayed the same during World War II.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <li>● 9-12.US.85. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups during World War II.</li> <li>● 9-12.US.86. 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> </ul>
<b>Geography 13. Movement, Population and Systems</b>	<ul style="list-style-type: none"> <li>● 9-12.US.87. Predict future social, political, economic, cultural, religious, spiritual, and environmental opportunities as well as obstacles associated with movement, population, decision making, and perspectives in World War II.</li> <li>● 9-12.US.88. Describe how particular historical events and developments shaped human processes and systems in World War II.</li> </ul>

<b>Theme 8: The Cold War (1945–1975)</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● 9-12.US.89. Examine the short- and long-term effects of Central Intelligence Agency involvement in Latin America.</li> <li>● 9-12.US.90. Analyze the impact of Cold War rhetoric and ideology on social movements and activists in the United States.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>● 9-12.US.91. Analyze the causes, conflicts, and consequences of the Cold War.</li> <li>● 9-12.US.92. Evaluate the policy of containment as a response by the United States to Soviet expansionist policies.</li> <li>● 9-12.US.93. Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas.</li> <li>● 9-12.US.94. Analyze the roots of domestic communism and anti-communism in the 1950s as well as the origins and consequences of and the resistance to McCarthyism.</li> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>● 9-12.US.95. Evaluate how the events during the Cold War impacted people from diverse groups.</li> <li>● 9-12.US.96. Examine the ways in which gender roles changed and stayed the same between 1945 and 1975.</li> </ul>
<b>History 19. Power Dynamics, Leadership, and Agency</b>	<ul style="list-style-type: none"> <li>● 9-12.US.97. Summarize U.S. diplomatic and military policies during the Cold War.</li> </ul>
<b>Geography 13. Movement, Population, and Systems</b>	<ul style="list-style-type: none"> <li>● 9-12.US.98. Predict future social, political, economic, cultural, religious, spiritual, and environmental opportunities as well as obstacles associated with movement, population, decision making, and perspectives between 1945 and 1975.</li> <li>● 9-12.US.99. Describe how particular historical events and developments shaped human processes and systems between 1945 and 1975.</li> </ul>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>● 9-12.US.100. 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>

## Theme 9: Civil Rights and People Power Movements

<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● 9-12.US.101. Examine how evolving global and domestic understanding of and respect for universal human rights affected the development of the civil rights movement in the United States.</li> <li>● 9-12.US.102. 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.103. Evaluate the role of McCarthyism on the civil rights movement.</li> <li>● 9-12.US.104. Evaluate the influence of 1960s cultural and artistic movements from past to present day.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>● 9-12.US.105. Analyze the origin, goals, and outcomes of civil rights groups in the 1950s and the 1960s and their influence on contemporary civil rights movements.</li> <li>● 9-12.US.106. Evaluate resistance to integration in white communities, protests to end segregation, and Supreme Court decisions on civil rights.</li> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>● 9-12.US.107. Evaluate how the events of the civil rights movement impacted people from diverse groups.</li> <li>● 9-12.US.108. Analyze the causes, course, and impact on U.S. politics and society of new social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation.</li> </ul>
<b>History 19. Power Dynamics, Leadership, and Agency</b>	<ul style="list-style-type: none"> <li>● 9-12.US.109. Analyze the important policies and events that took place during the presidencies of John F. Kennedy, Lyndon Johnson, and Richard Nixon.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 22. Community Equity Building</b>	<ul style="list-style-type: none"> <li>● 9-12.US.110. 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>

## Theme 10: Rise of Conservatism and Liberalism (1968–2008)

<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● 9-12.US.111. Assess the short- and long-term social and political impacts of conservatism and liberalism in the United States.</li> <li>● 9-12.US.112. 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.113. Examine the push-pull relationship between liberalism and conservatism in the United States over time.</li> <li>● 9-12.US.114. Evaluate whether the Cold War definitively ended in 1991.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>● 9-12.US.115. Analyze the social, political, and economic conditions of the 1960s and 1970s that led to a rise in Conservatism and its overall impact on society.</li> <li>● 9-12.US.116. 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> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>● 9-12.US.117. Evaluate how major world events between 1968 and 2008, such as 9/11, and the rise of global terrorism impacted people from diverse groups.</li> <li>● 9-12.US.118. Examine the ways in which gender roles changed and stayed the same between 1968 and 2008.</li> <li>● 9-12.US.119. Evaluate the significance of the federal 1990 Americans with Disabilities Act.</li> <li>● 9-12.US.120. Examine the experiences, activism, and legislation impacting the LGBTQIA+ community.</li> </ul>
<b>History 19. Power Dynamics, Leadership, and Agency</b>	<ul style="list-style-type: none"> <li>● 9-12.US.121. Analyze the rise of conservatism and liberalism in U.S. politics and society.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 22. Community Equity Building</b>	<ul style="list-style-type: none"> <li>● 9-12.US.122. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.</li> </ul>

## Theme 11: The United States in a Global Age (2008–Present)

<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● 9-12.US.123. Analyze the influence of cultural, literary, and artistic movements between 2008 and the present.</li> <li>● 9-12.US.124. Analyze major trends, issues, and advances to address healthcare disparities in the past, present, and future.</li> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>● 9-12.US.125. Evaluate how the events between 2008 and the present impact people from diverse groups.</li> <li>● 9-12.US.126. Examine the ways in which gender roles changed and stayed the same between 2008 and the present.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 22. Community Equity Building</b>	<ul style="list-style-type: none"> <li>● 9-12.US.127. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.</li> <li>● 9-12.US.128. Evaluate the role of racial social constructs in the structure and function of 21<sup>st</sup>-century U.S. society.</li> </ul>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>● 9-12.US.129. Assess how social, economic, political, and environmental developments at global, national, regional, and local levels affect the sustainability of modern and traditional cultures.</li> </ul>
<b>History 19. Power Dynamics, Leadership, and Agency</b>	<ul style="list-style-type: none"> <li>● 9-12.US.130. Evaluate the role of the United States in contemporary global issues.</li> <li>● 9-12 US.131. Evaluate the impacts of contemporary global issues on the United States.</li> <li>● 9-12.US.132. Analyze the current state and health of U.S. democracy.</li> <li>● 9-12.US.133. Analyze some of the major technological and social trends and issues of the late 20th and early 21st centuries.</li> <li>● 9-12.US.134. Evaluate the effectiveness of the federal government’s response to international and domestic terrorism in the 21st century.</li> <li>● 9-12.US.135. Examine contemporary civil and human rights struggles and successes.</li> <li>● 9-12.US.136. Analyze U.S. government policies to reduce climate disruption.</li> </ul>

# HS World History

Sample Topics by Time Period	Sample Themes by Time Period
<p><b>1300–1500: Global Encounters and Exchanges Grow</b>            Topics may include but are not limited to Pueblo, Dine’ (Navajo), Apache, Seminole, Culhua-Mexica (Aztec), Maya, Arawak, Andean Civilization, Mali, Ethiopia, Great Zimbabwe, Swahili Coast, Byzantium, Medieval Scholasticism, European Exploration, Mongolian Empire, Ottoman Empire, Ming Dynasty, Asian Exploration, Trans-Saharan and Indian Ocean Slave Trade Networks, Black Death, Crusades, Divine Right of Kings, Mandate of Heaven, Arabic-Latin Translation, etc.</p>	<ul style="list-style-type: none"> <li>• Interregional system of communication, trade, and cultural exchange</li> <li>• Rise of the Mongol empire and its consequences for Eurasian peoples, 1200–1350</li> <li>• Growth of states, towns, and trade in Sub-Saharan Africa between the 11th and 15th centuries</li> <li>• Patterns of crisis and recovery in Afro-Eurasia, 1300–1450</li> <li>• Expansion of states and civilizations in the Americas, 1000–1500</li> <li>• Major global trends, 1000–1500</li> </ul>
<p><b>1450–1770: The First Global Age Emerges</b>            Topics may include but are not limited to Fall of Constantinople, Reconquista, 1492 Edict of Alhambra, Inquisition, War of the Roses, Columbian Exchange, Ayiti (Taino), Tenochtitlan (Aztec), Cajamarca (Inca), Mestizo, Songhai Empire, African Diaspora, Safavid Empire, Renaissance, Julian vs. Gregorian Calendar, Gutenberg’s Printing Press, Scientific Revolution, Protestant Reformation, Counter-reformation, Absolute Monarchies, Elizabethan Age, Glorious Revolution, Iroquois Confederacy, Enlightenment, Qing Dynasty, Tokugawa Shogunate, etc.</p>	<ul style="list-style-type: none"> <li>• Transoceanic interlinking of all major regions of the world that led to global transformations, 1450–1600</li> <li>• European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450–1750</li> <li>• Large territorial empires dominated much of Eurasia between the 16th and 18th centuries</li> <li>• Economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500–1750</li> <li>• Transformations in Asian societies in the era of European expansion</li> <li>• Major global trends, 1450–1770</li> </ul>
<p><b>1750–1923: Revolution, Democratization, and New Empires Spread</b>            Topics may include but are not limited to Industrial Revolution, American Revolution, French Revolution, Romanticism, Napoleon, Latin American Revolutions, Monroe Doctrine, Mexican Independence, Unification of European Countries (Italy, Germany), Imperialism, Social Darwinism, Berlin Conference, Leopold and the Congo Genocide, Battle of Adwa, Suez Canal Construction, Boer Wars, Australian Frontier Wars, New Zealand Wars, Mughal Empire, Meiji Restoration, Opium Wars, Taiping Rebellion, Boxer Rebellion, Sepoy Rebellion, Russian Revolution, etc.</p>	<ul style="list-style-type: none"> <li>• Causes and consequences of political revolutions in the late 18th and early 19th centuries</li> <li>• Causes and consequences of the agricultural and industrial revolutions, 1700–1850</li> <li>• Transformation of Eurasian societies in an era of global trade and rising European power, 1750–1870</li> <li>• Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830–1914</li> <li>• Patterns of global change in the era of Western military and economic domination, 1800–1914</li> <li>• Major global trends, 1750–1923</li> </ul>

<p><b>1900–1980: Conflict and Self-Determination Expand</b>  Topics may include but are not limited to Mexican Revolution, World War I, Armenian Genocide, 1918 Pandemic, Treaty of Versailles, Panama Canal, Global Great Depression, Nationalism, Japanese Empire, World War II, Holocaust/Shoah, Greek Civil War, Rape of Nanking, Chinese Revolution, Pinochet in Chile, Cuban Revolution, Asian Independence Movements, Nonviolent Resistance Movements, Sykes-Picot, League of Nations Mandate System, State of Israel, Middle East Conflicts, Partition of India, U.S. Civil Rights Movement, African Independence Movements, Fall of Saigon, Cambodian Genocide, Tiananmen Square, League of Nations, Cold War, etc.</p>	<ul style="list-style-type: none"> <li>● Causes and global consequences of World War I</li> <li>● Search for peace and stability in the 1920s and 1930s</li> <li>● Causes and global consequences of World War II</li> <li>● Major global trends, 1900 to the end of World War II</li> </ul>
<p><b>1945–Future: Global Interconnections Accelerate</b>  Topics may include but are not limited to Nuclear Age, United Nations, Universal Declaration of Human Rights, NATO, Space Age, Apartheid, Fall of Soviet Union, Globalization, Information Age, Social Media, Nationalism, Global Influence (U.S., China, Russia), International Unions (EU, AU, USAN, ACD), Economic Growth of the Global South, War on Drugs, War on Terror, Rwandan Genocide, 9/11, Afghanistan War, Iraq War, Arab Spring, Great Recession, Equity Movements, Climate Change, Indigenous Environmentalism, Green Revolution, Greenbelt Movement, Paris Agreement, Covid-19 Pandemic, WHO, NAFTA/CUSMA, etc.</p>	<ul style="list-style-type: none"> <li>● Post–World War II reconstruction, new international power relations, and colonial empires break up</li> <li>● Search for community, stability, and peace in an interdependent world</li> <li>● Major global trends, World War II to the present</li> <li>● Long-term changes and recurring patterns in world history</li> </ul>

<b>Inquiry</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Inquiry 23. Construct Compelling and Supporting Questions</b>	<ul style="list-style-type: none"> <li>● 9-12.WH.1. Create compelling questions representing key ideas in world history.</li> </ul>
<b>Inquiry 24. Gather and Evaluate Sources</b>	<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> </ul>
<b>Inquiry 25. Develop Claims</b>	<ul style="list-style-type: none"> <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> </ul>
<b>Inquiry 26. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <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> </ul>
<b>Inquiry 27. Take Informed Action</b>	<ul style="list-style-type: none"> <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>

<b>High School World History</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Civics 4. Roles and Responsibilities of a Civic Life</b>	<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 and authority.</li> </ul>
<b>Economics/Personal Financial Literacy 9. Global Economy</b>	<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.14. Analyze how national and global economic trends and policies impact the state and local economies in New Mexico.</li> </ul>
<b>Geography 12. Location, Place, and Region</b>	<ul style="list-style-type: none"> <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> </ul>
<b>Geography 13. Movement, Population, and Systems</b>	<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, religions, cultural practices and traits, language, artifacts, methods, technologies, and diseases across space and over time.</li> </ul>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <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>

<b>High School World History (Continued)</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <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> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <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> <li>● 9-12.WH.25. Identify contemporary global issues that influence or are influenced by New Mexicans.</li> </ul>
<b>History 17. Historical Thinking</b>	<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 diverse sources to evaluate and develop historical claims.</li> <li>● 9-12.WH.28. Synthesize historical information to create new understandings.</li> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <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 Indigenous peoples, national, regional, racial, ethnic, class, and gender, sexual orientation, and differently abled.</li> <li>● 9-12.WH.31. Analyze and evaluate multiple points of view to explain the ideas and actions of individuals and groups.</li> </ul>

<b>High School World History (Continued)</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 19. Power Dynamics, Leadership, and Agency</b>	<ul style="list-style-type: none"> <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, sexual orientation, differently abled, nationality, class, religion, reactions, and long-term effects of oppression.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 21. Identity in History</b>	<ul style="list-style-type: none"> <li>● 9-12.WH.35. Compare and contrast the various origins (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 that resulted in unequal power relations among identity groups.</li> <li>● 9-12.WH.37. Examine the role colonization, assimilation, and syncretism play in the evolution of cultural, ethnic, racial, and religious identities and language.</li> </ul>

## Ethnic, Cultural, and Identity Studies

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
<b>Inquiry 23. Construct Compelling and Supporting Questions</b>	<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> </ul>
<b>Inquiry 24. Gather and Evaluate Sources</b>	<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> </ul>
<b>Inquiry 25. Develop Claims</b>	<ul style="list-style-type: none"> <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> </ul>
<b>Inquiry 26. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <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 explanations given their purpose.</li> <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> </ul>
<b>Inquiry 27. Take Informed Action</b>	<ul style="list-style-type: none"> <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>

<b>Ethnic, Cultural, and Identity Studies</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Ethnic, Cultural, and Identity Studies 20. Diversity and Identity</b>	<ul style="list-style-type: none"> <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, sexual orientation, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities.</li> <li>● 9-12.ECI.15. Identify and explore how current traditions, rites, and norms of identity groups have changed or are changing over time.</li> <li>● 9-12.ECI.16. Assess how social policies and economic forces offer various identity groups privilege or systemic inequity in accessing social, political, and economic opportunity regarding education, government, healthcare, industry, and law enforcement.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 21. Identity in History</b>	<ul style="list-style-type: none"> <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 that 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> </ul>
<b>Ethnic, Cultural, and Identity Studies 22. Community Equity Building</b>	<ul style="list-style-type: none"> <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 and transformational change through individual actions, individual champions, social movements, and local community, national, and global advocacy.</li> <li>● 9-12.ECI.22. Evaluate the role of racial social constructs in the structures and functions of 21<sup>st</sup>-century U.S. society.</li> </ul>

## New Mexico Social Studies Standards Glossary

Word	Definition
Anchor standards	Broader concepts that provide continuity across the grade levels but that are more specifically defined in the standard statement at each level. The anchor standards are not themselves designed to be assessed but to provide an organizing feature across all grade levels.
Citizen	Members of a community who share rights and responsibilities; the persons having legal standing within a nation.
Civic institutions	An institution that is not engaged in governance or business. This includes parks, libraries, and other public buildings or places that facilitate group activities or add to an individual's personal enjoyment.
Compelling questions	Focusing on enduring issues and concerns, these questions deal with curiosities about how things work, interpretations and applications of disciplinary concepts, and unresolved issues that require students to construct arguments in response. Compelling questions have no one answer (e.g., Was the American Revolution revolutionary?).
Contemporary	“At the time”
Culturally and linguistically responsive teaching and learning	<p>Culturally and Linguistically Responsive Teaching and Learning (CLRTL) is an approach that leverages the strengths students bring to the classroom. CLRTL requires teachers to recognize the cultural and linguistic strengths students bring to the classroom and leverages those strengths as tools throughout the teaching and learning process. CLRTL includes the following competencies: (from <a href="#">New America</a>)</p> <ul style="list-style-type: none"> <li>• Reflect on one’s cultural lens</li> <li>• Recognize and redress bias in the system</li> <li>• Draw on students’ culture to shape curriculum and instruction</li> <li>• Bring real-world issues into the classroom</li> <li>• Model high expectations for all students</li> <li>• Promote respect for student differences</li> <li>• Collaborate with families and the local community</li> <li>• Communicate in linguistically and culturally responsive ways</li> </ul>
Deliberative procedures	Process for using group discussion or dialogue to consider the reasons for or against an action or decision.
Democratic principles	Basic principles that must exist in order to have a democratic government. These include, but are not limited to, civic participation, regular and fair elections, equality, and rule of law.

Democratic procedures	Process for allowing and encouraging participation in the decision-making process by all participants.
Disciplinary concepts/ideas	Moving beyond the simple knowledge of famous people, places, facts, and things, disciplinary concepts are the big ideas that engage students in critical thinking in a particular field (e.g., scarcity, authority, change and continuity, power).
Eastern civilization	Used to refer to most of the cultures of Asian origin, mainly emerging from Chinese and Indian principles/traditions.
Empathy	The ability to understand and share the feelings of another.
Enslaved person/enslaver	A shift from the previous use of “slave/master” to emphasize the condition of slavery and the loss of human potential it caused. Constantly repeating the word “person” reminds learners of the human cost of slavery. “Enslaver” is now used instead of “master” as “mastery” has positive connotations connected to experience and effort; “enslaver” is a more accurate word in this situation.
Geographic representations	The multiple modalities of displaying geographic information, such as a map, globe, chart, diagram, and so on.
Historical thinking	A set of critical literacy skills for evaluating and analyzing primary and secondary source documents to construct a meaningful account of the past.
Identity	The collective set of characteristics, qualities, and beliefs by which a person is definitively recognized or known.
Indigenous Peoples	<p>The descendants of those who inhabited a country or a geographical region at the time when people of different cultures or ethnic origins arrived. The new arrivals later became dominant through conquest, occupation, settlement, or other means.</p> <p>It is preferable to use the group’s preferred name when referring to a specific Indigenous Peoples group whenever possible (e.g., “Haudenosaunee” instead of “Iroquois”). The convention in these standards is to capitalize both words.</p> <p>People often defined in international or national legislation as having a set of specific rights based on their historical ties to a particular territory and their cultural or historical distinctiveness from other populations that are often politically dominant.</p>
Informed action	Includes a range of venues and a variety of forms (e.g., discussions, debates, policy analyses, video productions, portfolios). Moreover, the manner in which students work to take informed action can differ.
Interdependence (economic)	Being dependent on one another.
Primary source	A document, firsthand account, or other source that constitutes direct evidence of an object of study.

Scarcity	A key concept of economics. It means that the demand for a good or service is greater than the availability of the good or service.
Secondary source	An analysis of a historical event or process, or of a historical figure, that uses historical sources and is usually produced after the event or process.
Settler colonialism	A distinct type of colonialism that functions through the replacement of Indigenous populations with an invasive settler society that, over time, develops a distinctive identity and sovereignty.
Specialization (economic)	Refers to when a nation or individual focuses resources on producing a limited variety of goods.
Supporting questions	Intended to contribute knowledge and insights to the inquiry behind a compelling question, supporting questions focus on descriptions, definitions, and processes about which there is general agreement within the social studies disciplines, which will help students construct explanations that advance claims of understanding in response (e.g., What regulations were imposed on the colonists under the Townshend Acts?).
Western civilization	Often used to refer to most of the cultures of European origin, mainly emerging from Greco-Roman principles/traditions.