

Date: April 28, 2022

Prepared By: Hathaway

Witness: Gwen Perea Warniment, Ph.D., Deputy Secretary of Teaching, Learning, and Assessment, PED

New Mexico's Revised Social Studies Standards

Timeline of Social Studies Standards Revisions

- The Public Education Department (PED) began its work to [revise social studies](#) academic and content performance standards in July 2020, first convening an advisory council of content experts, and publishing a proposed rule in September 2021.
- The department's publication of proposed standards was followed by a period of public comment. PED received nearly 3,000 pages of written comment and held a six-hour-long rule hearing in November 2021.
- Following a review and revision period in December 2021, PED submitted and published its [final rule](#) in February 2022. See **Attachment A, Final Rule for Social Studies Standards**.
- PED's next steps implement the adopted standards:
 - During the summer of 2022, PED will begin an instructional materials review for the adoption list of materials aligned to the new standards.
 - Starting in the 2022–2023 school year, schools will have time to preview the standards and begin to engage in professional development for school leaders and educators.
 - Full implementation is anticipated for the 2023–2024 school year.
 - A detailed calendar of implementation is available in **Attachment B: PED Re-Development & Implementation Calendar**. PED has also released an implementation plan. See **Attachment C: PED New Mexico Social Studies Standards Implementation Plan**.

Instructional Materials Funding

- Instructional materials funding is provided through the state equalization guarantee (SEG), New Mexico's funding formula for public schools. The General Appropriation Act (GAA) of 2022 includes \$43 million for instructional materials and educational technology for use in FY23, an increase of \$8 million from the FY22 allocation of \$35 million.

New Mexico Register / Volume XXXIII, Issue 4 / February 22, 2022

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 29 STANDARDS FOR EXCELLENCE
PART 11 SOCIAL STUDIES

6.29.11.1 ISSUING AGENCY: Public Education Department, hereinafter the department.
 [6.29.11.1 NMAC – Rp, 6.29.11.1 NMAC, 2/22/2022]

6.29.11.2 SCOPE: All public schools, state educational institutions, and educational programs conducted in state institutions other than New Mexico military institute.
 [6.29.11.2 NMAC - Rp, 6.29.11.2, 2/22/2022]

6.29.11.3 STATUTORY AUTHORITY: Sections 9-24-8, 22-2-1, 22-2-2, and 22-2C-3 NMSA 1978.
 [6.29.11.3 NMAC - Rp, 6.29.11.3 NMAC, 2/22/2022]

6.29.11.4 DURATION: Permanent.
 [6.29.11.4 NMAC - Rp, 6.29.11.4 NMAC, 2/22/2022]

6.29.11.5 EFFECTIVE DATE: February 22, 2022, unless a later date is cited at the end of a section.
 [6.29.11.5 NMAC – Rp, 6.29.11.5 NMAC, 2/22/2022]

6.29.11.6 OBJECTIVE: This rule establishes the academic content and performance standards for social studies for grades kindergarten through 12. The social studies standards include six strands: (1) civics, (2) economics and personal financial literacy, (3) geography, (4) history, (5) ethnic, cultural, and identity studies, and (6) inquiry. The strands are organized by anchor standard, which are the core ideas that establish what students should understand and be able to do, with increasing complexity. Anchor standards consist of performance indicators, which are concise, written descriptions of what students are expected to know and be able to do in a specific grade or course.
 [6.29.11.6 NMAC - Rp, 6.29.11.6 NMAC, 2/22/2022]

6.29.11.7 DEFINITIONS: [RESERVED]

6.29.11.8 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR KINDERGARTEN:

- A. Civics.**
- (1) The student shall demonstrate an understanding of processes, rules, and laws by:
 - (a) communicating the purpose of rules; and
 - (b) explaining how the rules help us work together.
 - (2) The student shall demonstrate an understanding of civic dispositions and democratic principles by identifying the local, state, and national symbols (e.g. flag, bird, song).
 - (3) The student shall demonstrate an understanding of roles and responsibilities of a civic life by:
 - (a) identifying the consequences of following and not following rules; and
 - (b) identifying authority figures and describing their roles.
- B. Economics and personal financial literacy.**
- (1) The student shall demonstrate an understanding of incentives and choices by distinguishing between a basic need (e.g. food, clothing, shelter) and a want.
 - (2) The student shall demonstrate an understanding of money and markets by:
 - (a) identifying examples of goods and services; and
 - (b) explaining what scarcity is and how scarcity affects the accessibility of goods and services.
 - (3) The student shall demonstrate an understanding of personal financial literacy by recognizing personal finance choices people make.

C. Geography.

(1) The student shall demonstrate an understanding of geographic representations and reasoning by, with prompting and support, creating maps of familiar areas (e.g. classroom, school, community), that include labels.

(2) The student shall demonstrate an understanding of location, place, and region by:
 (a) recognizing and identifying signs and symbols around their town and community, including the location of places, people, and objects; and
 (b) identifying the differences and similarities between a globe and a map, and explaining the purpose of the two.

(3) The student shall demonstrate an understanding of movement, population, and systems by explaining why and how people move from place to place within a community.

D. History.

(1) The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by comparing traditions found in communities over time.

(2) The student shall demonstrate an understanding of power dynamics, leadership, and agency by demonstrating an awareness of community leaders (e.g. teacher, principal, mayor, tribal leaders).

E. Ethnic, cultural, and identity studies.

(1) The student shall demonstrate an understanding of diversity and identity by:
 (a) sequencing important events in the student's life;
 (b) identifying how individuals are similar and different;
 (c) communicating a positive view of themselves and identifying some of their group identities;
 (d) describing ways they are similar and different from people who share their identities, and people who do not;
 (e) exploring their personal history, culture, and past; and
 (f) with support, learning about current contributions of people in their main identity groups.

F. Inquiry.

(1) The student shall demonstrate an understanding of constructing compelling and supporting questions by, with prompting and support:

- (a) recognizing a compelling question; and
- (b) identifying the relationship between compelling and supporting questions.

(2) The student shall demonstrate an understanding of communicating and critiquing conclusions by, with prompting and support, constructing responses to compelling questions using examples.

(3) The student shall demonstrate an understanding of taking informed action by:
 (a) taking group or individual action to help address local, regional, or global problems or issues; and
 (b) participating in deliberative and democratic procedures to make decisions about, and act on, civic problems or issues in their classrooms.

[6.29.11.8 NMAC - Rp, 6.29.11.8 NMAC, 2/22/2022]

6.29.11.9 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR FIRST GRADE:

A. Civics. The student shall demonstrate an understanding of the roles and responsibilities of a civic life by explaining and providing examples of how people play important roles in society.

B. Economics and personal financial literacy.

(1) The student shall demonstrate an understanding of incentives and choices by examining choices that families make in purchasing general goods and identifying costs associated with those choices.

(2) The student shall demonstrate an understanding of money and markets by examining decisions people make about spending and saving money.

(3) The student shall demonstrate an understanding of personal financial literacy by:
 (a) identifying examples of producers and consumers; and
 (b) examining how earning money through work is related to the purchase of goods and services.

C. Geography.

(1) The student shall demonstrate an understanding of geographic representations and reasoning by:

(a) creating 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;

(b) identifying the common symbols used on maps for human-made structures and physical features; and

(c) using a variety of maps to locate specific places, and identify major landforms, bodies of water, and other places of significance around the United States.

(2) The student shall demonstrate an understanding of location, place, and region by explaining how human-made structures are all examples of how people modify the physical environment to meet needs and wants.

(3) The student shall demonstrate an understanding of human-environmental interactions and sustainability by explaining how people interact with their physical environment in ways that may have a positive or a negative effect on natural resources.

D. History.

(1) The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by comparing life in New Mexico in the past to life in New Mexico today.

(2) The student shall demonstrate an understanding of historical thinking by:

(a) comparing fact and opinion in stories and narratives from the past; and

(b) demonstrating chronological thinking by distinguishing among past, present, and future using family, school, or community events.

(3) The student shall demonstrate an understanding of critical consciousness and perspectives by examining and identifying cultural differences within their community.

E. Ethnic, cultural, and identity studies.

(1) The student shall demonstrate an understanding of diversity and identity by:

(a) explaining how groups of people believe different things and live in unique ways; and

(b) explaining how student and individual identities are part of what makes each person unique and special.

(2) The student shall demonstrate an understanding of identity in history by investigating significant events, people, and observances in history, and discussing their effects on local and national communities.

(3) The student shall demonstrate an understanding of community equity building by investigating how people work together to accomplish a common task, and how working together benefits and challenges people.

F. Inquiry.

(1) The student shall demonstrate an understanding of constructing compelling and supporting questions by:

(a) recognizing a compelling question; and

(b) generating supporting questions related to compelling questions within a variety of social studies topics.

(2) The student shall demonstrate an understanding of gathering and evaluating sources by interacting with a variety of primary and secondary sources.

(3) The student shall demonstrate an understanding of communicating and critiquing conclusions by constructing responses to compelling questions using examples.

(4) The student shall demonstrate an understanding of taking informed action by:

(a) taking group or individual action to help address local, regional, or global problems or issues; and

(b) using deliberative and democratic procedures to make decisions about, and act on, civic problems or issues in their classrooms.

[6.29.11.9 NMAC – Rp, 6.29.11.9 NMAC, 2/22/2022]

6.29.11.10 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR SECOND GRADE:

A. Civics.

(1) The student shall demonstrate an understanding of processes, rules, and laws by:

(a) evaluating how American society has changed through rules and laws; and

(b) understanding the purposes and structures of government (e.g. tribal, local, state, national).

(2) The student shall demonstrate an understanding of civic dispositions and democratic principles by:

(a) assessing how the contributions of diverse individuals have helped develop our national identity; and

(b) examining and comparing the American democratic principles to neighboring countries.

(3) The student shall demonstrate an understanding of the roles and responsibilities of a civic life by examining and understanding the various qualities of leadership.

B. Economics and personal financial literacy.

(1) The student shall demonstrate an understanding of economic decision-making by:

(a) examining how consumers react to changes in the prices of goods and how this influences economic decision-making and the use of money; and

(b) exploring how communities share resources and services with other communities.

(2) The student shall demonstrate an understanding of economic systems and models by investigating what resources are available in their community, how available resources differ in communities, and what resources are obtained from neighboring communities.

(3) The student shall demonstrate an understanding of personal financial literacy by:

(a) identifying different types of jobs performed in the community;

(b) assessing priorities when making financial decisions; and

(c) classifying financial goals as short-term or long-term.

C. Geography.

(1) The student shall demonstrate an understanding of geographic representations and reasoning by:

(a) using maps, identifying and locating the United States, Canada, and Mexico as the countries that make up North America; and

(b) identifying and locating the bordering states to New Mexico and understanding that New Mexico is in the southwest.

(2) The student shall demonstrate an understanding of location, place, and region by:

(a) comparing the human and physical characteristics of two regions in the United States; and

(b) generating a description for their region of the United States by identifying unique features.

(3) The student shall demonstrate an understanding of movement, population, and systems by listing at least three different waves of migration to the western hemisphere in chronological order.

(4) The student shall demonstrate an understanding of human-environmental interactions and sustainability by describing ways in which individuals and groups use or conserve natural resources.

D. History.

(1) The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by:

(a) describing events in North America that illustrate how people from diverse cultural groups aimed to work through conflicts to solve a problem;

(b) comparing diverse world communities to local communities in terms of members, customs, and traditions; and

(c) demonstrating chronological thinking by distinguishing among years and decades using a timeline of local and national events.

(2) The student shall demonstrate an understanding of critical consciousness and perspectives by:

(a) identifying and comparing the diverse North American cultural groups of the past and today; and

(b) evaluating the effects of people, goods, and ideas that diffused from one community to other communities and their impact.

E. Ethnic, cultural, and identity studies.

(1) The student shall demonstrate an understanding of diversity and identity by:

(a) expressing a positive view of themselves while demonstrating respect and empathy for others; and

(b) describing ways people are similar and different from people who share identities, and people who do not.

(2) The student shall demonstrate an understanding of community equity building by demonstrating respect for the feelings of people who are similar and different from the student.

F. Inquiry.

(1) The student shall demonstrate an understanding of constructing compelling and supporting questions by:

(a) explaining why a compelling question is important; and

(b) generating supporting questions related to compelling within a variety of social studies topics.

(2) The student shall demonstrate an understanding of gathering and evaluating sources by, with support, determining if a source is primary or secondary.

(3) The student shall demonstrate an understanding of communicating and critiquing conclusions by, with support, constructing responses to compelling questions using reasoning, examples, and relevant details.

(4) The student shall demonstrate an understanding of taking informed action by:

(a) taking group or individual action to help address local, regional, or global problems or issues; and

(d) using deliberative and democratic procedures to make decisions about, and act on, civic problems or issues in their classrooms.

[6.29.11.10 NMAC - Rp, 6.29.11.10 NMAC, 2/22/2022]

6.29.11.11 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR THIRD GRADE:

A. Civics.

(1) The student shall demonstrate an understanding of civic dispositions and democratic principles by explaining how the democratic principles motivate people to migrate then and now.

(2) The student shall demonstrate an understanding of the roles and responsibilities of a civic life by explaining how to be a responsible and active citizen in a democracy.

B. Economics and personal financial literacy.

(1) The student shall demonstrate an understanding of economic systems and models by investigating who receives the goods that are produced in various world communities.

(2) The student shall demonstrate an understanding of global economy by:

(a) exploring the concepts of surplus and scarcity in relation to resources for various world communities;

(b) exploring the basic economic concepts of supply and demand;

(c) explaining how supply and demand influence prices and trade;

(d) describing how technological developments in transportation and communication influence trade over time;

(e) identifying currency, credit, debit, and checks as the basic means of exchange in western society; and

(f) comparing currency, credit, debit, and checks in the United States to other world money systems.

(3) The student shall demonstrate an understanding of personal financial literacy by:

(a) examining the various ways people earn a living to meet their basic needs (e.g. food, clothing, shelter) and how this has changed over time in various world communities; and

(b) creating a plan with specific steps to reach a short-term financial goal.

C. Geography.

(1) The student shall demonstrate an understanding of geographic representations and reasoning by:

(a) creating 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; and

(b) identifying and using a variety of digital and analog mapping tools to locate places.

(2) The student shall demonstrate an understanding of location, place, and region by:
 (a) explaining how physical and cultural characteristics of world regions affect people, and examining 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; and

(b) identifying the components of the Earth's biosystems and their makeup.
 (3) The student shall demonstrate an understanding of movement, population, and systems by:

(a) evaluating the reasons for migration and immigration and the effects on people, culture, and ideas in world communities;

(b) analyzing how human settlement and movement impact diverse groups of people; and

(c) analyzing the movement of indigenous groups, including the removal and return of Indigenous people throughout New Mexico and the United States.

D. History.

(1) The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by explaining how world events impact New Mexico and the United States in the past and present.

(2) The student shall demonstrate an understanding of historical thinking by using a timeline to analyze connections among historical events, including how human settlement and movement impacted diverse groups of people.

E. Ethnic, cultural, and identity studies.

(1) The student shall demonstrate an understanding of diversity and identity by:
 (a) expressing a positive view of themselves while demonstrating respect and empathy for others; and

(b) comparing and contrasting their cultural identity with other people and groups.

(2) The student shall demonstrate an understanding of community equity building by identifying the actions of people and groups who have worked throughout history to improve their community, which leads to a more equitable society.

F. Inquiry.

(1) The student shall demonstrate an understanding of constructing compelling and supporting questions by:

(a) explaining how a compelling question represents key ideas; and

(b) using supporting questions to help answer the compelling question in an inquiry.

(2) The student shall demonstrate an understanding of gathering and evaluating sources by, with support, determining the credibility of sources.

(3) The student shall demonstrate an understanding of developing claims by citing evidence that supports a response to supporting or compelling questions.

(4) The student shall demonstrate an understanding of communicating and critiquing conclusions by constructing responses to compelling questions using reasoning, examples, and relevant details.

(5) The student shall demonstrate an understanding of taking informed action by:
 (a) identifying challenges and opportunities when taking action to address problems or issues, including predicting possible outcomes; and

(b) using deliberative and democratic procedures to make decisions about, and act on, civic problems or issues in their classrooms.

[6.29.11.11 NMAC - Rp, 6.29.11.11 NMAC, 2/22/2022]

6.29.11.12 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR FOURTH GRADE:

A. Civics.

(1) The student shall demonstrate an understanding of processes, rules, and laws by examining and evaluating the rules, laws, and authorities that keep people safe in New Mexico.

(2) The student shall demonstrate an understanding of civic dispositions and democratic principles by:

(a) explaining how democratic principles guide local, state, and sovereign governments; and

(b) demonstrating an understanding that state symbols, holidays, traditions, and songs represent various cultural heritages, natural treasures, and the democratic values of New Mexico.

B. Economics and personal financial literacy.

- (1) The student shall demonstrate an understanding of economic decision-making by explaining the impact of using natural resources on the local, county, and state economy.
- (2) The student shall demonstrate an understanding of economic systems and models by:
- (a) explaining how trade and industry in New Mexico is impacted by surrounding economies (e.g. Mexico, Arizona, Colorado, Texas); and
 - (b) researching and creating a list of products, goods, and services that New Mexico imports and exports.
- (3) The student shall demonstrate an understanding of money and markets by exploring the significance of various industries in New Mexico.
- (4) The student shall demonstrate an understanding of personal financial literacy by:
- (a) establishing the purpose of banks and how they work; and
 - (b) explaining what a checking and savings account are used for.

C. Geography.

- (1) The student shall demonstrate an understanding of geographic representations and reasoning by:
- (a) examining and synthesizing data from at least two types of maps (e.g. physical, topographical, thematic) to support a claim about the regional divisions of New Mexico, and comparing and contrasting its diverse geography;
 - (b) using a variety of maps, investigating and comparing how New Mexico's boundaries have changed over time;
 - (c) applying geographic tools of title, grid system, legends, symbols, scale, and compass rose to construct and interpret digital and analog maps; and
 - (d) describing and identifying the regions and four provinces that make up New Mexico's land surface.
- (2) The student shall demonstrate an understanding of movement, population, and systems by describing the different groups of people that have settled in New Mexico throughout history and describing their contributions to New Mexico cultures.
- (3) The student shall demonstrate an understanding of human-environmental interactions and sustainability by exploring how geographic factors influence locations of settlements and use of natural resources to meet the basic needs of humans.

D. History.

- (1) The student shall demonstrate an understanding of causes and consequences by describing the interactions between indigenous people and European settlers including agriculture, cultural exchanges, alliances, and conflicts.
- (2) The student shall demonstrate an understanding of historical thinking by creating a timeline that depicts events and the changes in New Mexico during a selected time period.
- (3) The student shall demonstrate an understanding of critical consciousness and perspectives by explaining why various individuals and groups during the same historical period differed in their perspectives toward significant historical events.
- (4) The student shall demonstrate an understanding of power dynamics, leadership, and agency by:
- (a) investigating how different groups have influenced the ways that state issues are viewed and resolved; and
 - (b) examining the changes in governance of New Mexico.

E. Ethnic, cultural, and identity studies.

- (1) The student shall demonstrate an understanding of diversity and identity by participating in inquiry of other people's lives and experiences while demonstrating respect and empathy for others.
- (2) The student shall demonstrate an understanding of identity in history by explaining connections among historical contexts and people's perspectives at the time.

F. Inquiry.

- (1) The student shall demonstrate an understanding of constructing compelling and supporting questions by:
- (a) generating compelling questions in an inquiry; and
 - (b) using supporting questions to help answer the compelling question in an inquiry.

(2) The student shall demonstrate an understanding of developing claims by citing evidence that supports a response to supporting or compelling questions.

(3) The student shall demonstrate an understanding of communicating and critiquing conclusions by constructing responses to compelling questions using reasoning, examples, and relevant details.

(4) The student shall demonstrate an understanding of taking informed action by:

(a) identifying challenges and opportunities when taking action to address problems or issues, including predicting possible outcomes; and

(b) using deliberative and democratic procedures to make decisions about, and act on, civic problems or issues in their classrooms.

[6.29.11.12 NMAC - Rp, 6.29.11.12 NMAC, 2/22/2022]

6.29.11.13 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR FIFTH GRADE:

A. Civics.

(1) The student shall demonstrate an understanding of civic and political institutions by identifying and explaining the structure and function of the three branches government and how they form the basis for our constitutional and federal republic.

(2) The student shall demonstrate an understanding of processes, rules, and laws by analyzing how different individuals and groups influenced the creation and interpretation of the founding documents.

(3) The student shall demonstrate an understanding of civic dispositions and democratic principles by explaining how the principles of the founding documents and the principle of liberty became unifying ideas of American democracy.

(4) The student shall demonstrate an understanding of roles and responsibilities of a civic life by evaluating how the bill of rights shaped the rights of United States citizens.

B. Economics and personal financial literacy.

(1) The student shall demonstrate an understanding of economic decision-making by:

(a) using examples from the western hemisphere, exploring and illustrating the role of scarcity historically and today;

(b) analyzing how economic success is defined differently by various communities in the United States throughout the past and present; and

(c) identifying and comparing the major natural resources and industries of two or more countries in the western hemisphere.

(2) The student shall demonstrate an understanding of economic systems and models by examining products that are imported and exported into markets within the United States based on demand for these products, noting how this affects the United States economy.

(3) The student shall demonstrate an understanding of personal financial literacy by:

(a) creating a way to keep track of money spent and saved; and

(b) determining the relationship between long-term goals and opportunity cost.

C. Geography.

(1) The student shall demonstrate an understanding of geographic representations and reasoning by:

(a) demonstrating how physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the western hemisphere;

(b) using maps and globes, identifying the regions within the western hemisphere and locating major physical features within each region;

(c) demonstrating how the states are organized, including time zones and the regions of the United States; and

(d) using geographic and place-based vocabulary to communicate locations and navigate from one place to another.

(2) The student shall demonstrate an understanding of location, place, and region by using a map, identifying and locating the 50 states in the United States, and knowing the capitals of each state along with the surrounding United States territories.

(3) The student shall demonstrate an understanding of human-environmental interactions and sustainability by examining and explaining how the physical environment influences human population distribution and land use.

D. History.

- (1) The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by examining history from the perspective of the participants using a variety of narratives.
- (2) The student shall demonstrate an understanding of causes and consequences by:
- (a) creating and using a chronological sequence of events and timelines to organize and analyze cause and effect relationships; and
 - (b) using primary and secondary sources to acquire historical information.
- (3) The student shall demonstrate an understanding of historical thinking by:
- (a) analyzing the causes of the American revolution and the effects individuals and groups had on the conflict; and
 - (b) analyzing the causes of the civil war and the effects individuals and groups had on the conflict.
- (4) The student shall demonstrate an understanding of critical consciousness and perspectives by:
- (a) explaining the connections among historical contexts and people’s perspectives during major historical events in the United States; and
 - (b) identifying how the beliefs, experiences, perspectives, and values contribute to forming points of view about civic issues.
- (5) The student shall demonstrate an understanding of power dynamics, leadership, and agency by exploring inequity throughout the history of the United States and its connection to conflict that arises today.
- E. Ethnic, cultural, and identity studies.** The student shall demonstrate an understanding of diversity and identity by:
- (1) demonstrating knowledge of family history, culture, and past contributions of people in their main identity groups; and
 - (2) explaining how the treatment of groups of people in the past and present impacts who they are.
- F. Inquiry.**
- (1) The student shall demonstrate an understanding of constructing compelling and supporting questions by:
 - (a) generating compelling and related supporting questions in an inquiry; and
 - (b) using supporting questions to help answer the compelling question in an inquiry.
 - (2) The student shall demonstrate an understanding of gathering and evaluating sources by, with support, identifying primary and secondary sources and determining their credibility.
 - (3) The student shall demonstrate an understanding of developing claims by identifying evidence that draws information from multiple perspectives and sources in response to a compelling question.
 - (4) The student shall demonstrate an understanding of communicating and critiquing conclusions by constructing responses to compelling questions supported by reasoning and evidence.
 - (5) The student shall demonstrate an understanding of taking informed action by:
 - (a) identifying challenges and opportunities when taking action to address problems or issues, including predicting possible outcomes; and
 - (b) using a range of consensus-building and democratic procedures to make decisions about, and act on, civic problems or issues in the classroom.
- [6.29.11.13 NMAC - Rp, 6.29.11.13 NMAC, 2/22/2022]

6.29.11.14 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR SIXTH GRADE:

- A. Civics.**
- (1) The student shall demonstrate an understanding of civic and political institutions by:
 - (a) identifying the social structures of early humans;
 - (b) describing cultural and political structures in classical eastern societies;
 - (c) describing cultural and political structures in classical western societies; and
 - (d) comparing and contrasting classical forms of government and political structure to the current United States government and political structure.
 - (2) The student shall demonstrate an understanding of roles and responsibilities of a civic life by identifying rights and responsibilities of citizens and non-citizens in civic participation within the governmental systems, such as monarchy, democracy, republic, and oligarchy.
- B. Economics and personal financial literacy.**

- (1) The student shall demonstrate an understanding of economic decision-making by:
 - (a) describing the distribution of resources among classes in the feudal hierarchy of European and Asian societies;
 - (b) describing how trade networks and the transfer of goods and ideas linked post-classical societies; and
 - (c) explaining the role of trade in the development and growth of societies.
- (2) The student shall demonstrate an understanding of money and markets by explaining how the interaction between producers and consumers in the trade networks satisfied economic wants and needs.
- (3) The student shall demonstrate an understanding of global economy by analyzing the economic impact that surpluses of food and goods have on the growth of civilizations.
- (4) The student shall demonstrate an understanding of personal financial literacy by:
 - (a) analyzing how external factors might influence spending decisions for different individuals and households; and
 - (b) giving examples of financial risks that individuals and households face.

C. Geography.

- (1) The student shall demonstrate an understanding of geographic representations and reasoning by:
 - (a) creating and using maps, globes, and graphs to gather, analyze, and report geographic information;
 - (b) comparing environmental and geographic characteristics of locations of the earliest human settlements; and
 - (c) using maps to explain how encounters and exchanges linked the world.
- (2) The student shall demonstrate an understanding of location, place, and region by:
 - (a) identifying how natural forces shape Earth's environments and regions;
 - (b) comparing ancient cultural and early technological innovations of one early Mesoamerican and one South American civilization; and
 - (c) comparing cultural, political, and religious characteristics of early river valley civilizations.
- (3) The student shall demonstrate an understanding of movement, population, and systems by identifying and comparing the movement of key religions and philosophies over time.
- (4) The student shall demonstrate an understanding of human-environmental interactions and sustainability by:
 - (a) describing how the local environment impacts culture and technology;
 - (b) describing how people impact the local environment; and
 - (c) comparing how regional environments impacted the advances of technology for travel and trade.

D. History.

- (1) The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by:
 - (a) evaluating the lasting impact of philosophy, art, science, and technology of classical Greece, Rome, India, and China;
 - (b) evaluating the factors that allowed classical civilizations to thrive;
 - (c) analyzing the significance of innovations (e.g. scientific, mathematical, technological) in European, African, and Asian societies;
 - (d) explaining how religion and philosophy shaped European, Asian, and African societies during the post-classical period; and
 - (e) examining instances of conflict and oppression in medieval times, and responses to these violations.
- (2) The student shall demonstrate an understanding of causes and consequences by:
 - (a) analyzing the impact that the agricultural revolution had on hunter-gatherers and nomadic peoples;
 - (b) identifying the political and social issues that led to the development of new philosophies during the classical period;
 - (c) comparing strategies used by classical civilizations to maintain their empires;
 - (d) comparing causes of decline in Roman, Han, and Gupta empires;
 - (e) explaining what led to the emergence of European feudalism; and

(f) analyzing the diffusion and the social, political, and economic effects of the black death.

(3) The student shall demonstrate an understanding of critical consciousness and perspectives by examining and explaining how the perspectives and encounters between Christians, Muslims, and Jews impacted individuals and society.

E. Ethnic, cultural, and identity studies.

(1) The student shall demonstrate an understanding of diversity and identity by:

(a) identifying how differences and similarities between diverse groups impact perspectives; and

(b) describing the interactions of religious and philosophical perspectives and explaining their impact on European, Asian, and African societies during the classical period.

(2) The student shall demonstrate an understanding of identity in history by demonstrating relationships between personal events and historical events.

(3) The student shall demonstrate an understanding of community equity building by explaining how the treatment of people in ancient civilizations shaped group identities and cultures.

F. Inquiry.

(1) The student shall demonstrate an understanding of constructing compelling and supporting questions by:

(a) distinguishing 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;

(b) categorizing and sequencing significant people, places, events, and ideas using both chronological and conceptual graphic organizers;

(c) categorizing questions as compelling (e.g. main topic) or supporting questions; and

(d) generating relevant questions to be answered by historical inquiry that allow for multiple approaches of exploration.

(2) The student shall demonstrate an understanding of gathering and evaluating sources by:

(a) identifying where and how to locate sources to best answer a research question;

(b) distinguishing among fact, opinion, and reasoned judgment in a source, and identifying the author perspectives and possible biases;

(c) comparing a variety of map projections to evaluate how information is presented, and analyzing how cartographic conventions portray intended and unintended bias; and

(d) evaluating the credibility of a source by determining its relevance and intended use.

(3) The student shall demonstrate an understanding of developing claims by:

(a) formulating a claim based on evidence from primary and secondary sources in response to a question;

(b) supporting a claim using a variety of sources and perspectives;

(c) citing specific textual evidence to support analysis of primary and secondary sources; and

(d) using primary and secondary sources to analyze conflicting and diverse points of view on a certain topic.

(4) The student shall demonstrate an understanding of communicating and critiquing conclusions by:

(a) using applicable presentation technology to communicate research findings or other significant information; and

(b) creating maps, charts, infographics, or digital media that communicate research findings or other significant information.

(5) The student shall demonstrate an understanding of taking informed action by:

(a) describing the many facets of student identity, including family history and culture, and how they are connected to the history and culture of other people; and

(b) explaining the challenges and opportunities people from the past faced when taking action to address problems.

[6.29.11.14 NMAC - Rp, 6.29.11.14 NMAC, 2/22/2022]

6.29.11.15 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR SEVENTH GRADE:

A. Civics.

- (1) The student shall demonstrate an understanding of civic and political institutions by:
- (a) explaining the role of the political decision-making process at the tribal, state, and local levels of government;
 - (b) describing the relationships of tribal, state, and local governments with the national government under the federal system;
 - (c) comparing and contrasting global and historical government systems to the United States federal system; and
 - (d) examining how conflict over social class (e.g. castas), land, and culture led to Mexican independence from Spain.
- (2) The student shall demonstrate an understanding of processes, rules, and laws by:
- (a) describing the relationship between a nation-state and its colonies;
 - (b) drawing conclusions about how the policies of the Spanish monarchy in New Spain impacted the people of New Spain; and
 - (c) evaluating New Mexico's transition into a United States territorial government from the perspectives of the various groups residing in the territory at the time.
- (3) The student shall demonstrate an understanding of civic dispositions and democratic principles by:
- (a) describing the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities; and
 - (b) analyzing United States policies on expansion into the southwest, including how they reflected United States civic ideals of the time and conflicted with those that resided in New Mexico already and had historically made their home here.

B. Economics and personal financial literacy.

- (1) The student shall demonstrate an understanding of economic decision-making by:
- (a) explaining how tribal, state, and local government agencies work to sustain resources in New Mexico;
 - (b) discussing New Mexico's economic limitations and successes;
 - (c) demonstrating how early humans compete and cooperate to gather and use resources;
 - (d) explaining the economic motivation of Spaniards as they enter the lands of, and interact with, the indigenous people of the Americas;
 - (e) describing Spanish economics policies that led to colonial isolation and their impact on the people of New Mexico; and
 - (f) summarizing the relationship between specialization and interdependence between 1821 CE and 1850 CE.
- (2) The student shall demonstrate an understanding economic systems and models by showing the correlation between the territorial and indigenous economies, including how both were impacted by United States federal policies.
- (3) The student shall demonstrate an understanding of money and markets by:
- (a) defining the relationship between specialization and interdependence between c. 1200 BCE and c. 1500 CE;
 - (b) explaining early trade networks and their impact on cultural groups;
 - (c) investigating the use of trade routes and systems to analyze the economic impact they had on New Mexico and those who traded with New Mexicans; and
 - (d) describing the economy of territorial New Mexico from various perspectives.
- (4) The student shall demonstrate an understanding of the global economy by demonstrating connections between the economies of Spain and the indigenous people of the Americas.
- (5) The student shall demonstrate an understanding of personal financial literacy by:
- (a) summarizing how the distribution of resources impacts consumerism and individual financial decisions; and
 - (b) differentiating between saving and investing.

C. Geography.

- (1) The student shall demonstrate an understanding of geographic representations and reasoning by:

- themes of geography;
- (a) explaining the physical and human characteristics of New Mexico using the five themes of geography;
 - (b) discussing the role of El Camino Real as a significant corridor for movement of people, goods, and ideas; and
 - (c) describing how the movement of people influenced the division and control of resources.
- (2) The student shall demonstrate an understanding of movement, population, and systems by:
- (a) discussing patterns of migration of early people as they settled across New Mexico and the southwest region;
 - (b) analyzing the movement of people, goods, and ideas across the world during the age of exploration;
 - (c) distinguishing land use patterns of Anglo-Americans during the American westward expansion period; and
 - (d) identifying cultural diffusion into and out of the New Mexico territory.
- (3) The student shall demonstrate an understanding of human-environmental interactions and sustainability by:
- (a) describing how environmental factors affect human activities and resources;
 - (b) comparing and contrasting nomadic and semi-nomadic lifestyles;
 - (c) analyzing land use patterns of ancestral Pueblo, Mogollon, and Athabaskan peoples;
 - (d) discussing the importance of resource shortages on the lifestyles of the Mogollon and ancestral Puebloans;
 - (e) explaining how differing places, people, and resources affected events and conditions in New Mexico during the Spanish colonial period; and
 - (f) evaluating and comparing practices of land usage and ownership between indigenous people and Spaniards.

D. History.

- (1) The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by:
- (a) explaining the importance of artifacts and oral histories in understanding how prehistoric people lived;
 - (b) connecting cultural adaptations of the Pueblo, Apache, and Diné people to today;
 - (c) comparing and contrasting Athabascan culture, agricultural practices, and settlement patterns with those of the Pueblos;
 - (d) exploring the interactions between the Spaniards and indigenous people;
 - (e) comparing and contrasting the revolts and resistance movements under Spanish rule;
 - (f) explaining the impact Mexican independence had on New Mexico;
 - (g) demonstrating how troubles between Texas and the government of Mexico impacted New Mexico; and
 - (h) evaluating the significance of short- and long-range trails throughout the lands gained in the Mexican cession.
- (2) The student shall demonstrate an understanding of causes and consequences by identifying the causes and consequences of United States government policies that impacted the territory of New Mexico.
- (3) The student shall demonstrate an understanding of historical thinking by:
- (a) describing the technical limitations of historians and archeologists studying the distant past;
 - (b) explaining the political and religious motivations of Spaniards as they encounter the indigenous people of the Americas;
 - (c) analyzing the patterns of colonization, exploration, destruction, and creation that came with the occupation of the Americas by Spaniards;
 - (d) interpreting the factors that led people in New Mexico to resist and rebel against political leadership between 1821 CE and 1850 CE;

(e) categorizing causes and consequences of the United States military invasion of Mexico and New Mexico; and

(f) exploring the impact of land ownership throughout New Mexico history.

(4) The student shall demonstrate an understanding of critical consciousness and perspective by assessing evidence of Spanish influence in New Mexico today.

E. Ethnic, cultural, and identity studies. The student shall demonstrate an understanding of diversity and identity by:

(1) analyzing how groups maintain their cultural heritage and how we see this heritage through the symbols, traditions, and culture of New Mexico;

(2) defining and explaining the present demographics of New Mexico;

(3) evaluating how society's responses to different social identities lead to access and barriers for various demographic groups in relation to various societal institutions, including education, healthcare, government, and industry;

(4) analyzing who have been key figures that have contributed to an individual culture, and what they did;

(5) describing the relationship between cultural heritage(s) and personal identity or identities;

(6) identifying what tribal leaders want the world to see when their culture is on display, and how to address negative perceptions;

(7) demonstrating how diversity includes the impact of unequal power relations on the development of group identities and cultures;

(8) brainstorming ways in which New Mexicans might heal from past and current injustices;

(9) describing key figures that have made significant contributions to an individual culture;

(10) exploring personal, familial, and societal cultures in the modern day;

(11) discussing the importance of respecting individual cultures and exploring how to address stereotypes;

(12) using primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups;

(13) identifying how stereotyping influences social perspectives about members of a group; and

(14) identifying and describing the traditions, rites, and norms of the groups to which the student identifies as belonging; and exploring how these traditions, rights, and norms may have changed over time.

F. Inquiry.

(1) The student shall demonstrate an understanding of constructing compelling and supporting questions by:

(a) developing compelling (e.g. big idea) questions about a relevant topic of interest; and

(b) creating supporting questions from credible sources to expand upon the compelling question.

(2) The student shall demonstrate an understanding of gathering and evaluating sources by:

(a) identifying, locating, and gathering reliable and relevant primary and secondary sources from a variety of media, such as print, digital, multimedia, artifacts, and oral traditions;

(b) evaluating primary and secondary sources for fact, opinion, author's bias, perspective of the creator, and relevance to the topic;

(c) analyzing various forms of media to identify polarizing language, logical fallacy, and reasonable judgment; and

(d) using a coherent system or structure to evaluate the credibility of a source by determining its relevance and intended use.

(3) The student shall demonstrate an understanding of developing claims by:

(a) using primary and secondary sources to develop an argument and cite specific textual evidence to support the claim; and

(b) making connections between current events, historical materials, and personal experience.

(4) The student shall demonstrate an understanding of communicating and critiquing conclusions by:

(a) presenting student-developed texts communicating thinking and understanding, including written text, oral presentation, visual representation, and multimedia; and

issues.

(b) engaging in academic discussions analyzing multiple viewpoints on public

(5) The student shall demonstrate an understanding taking informed action by:

(a) examining the relationship between stereotypes, bias, and group identity;

(b) exploring opportunities to be an ally and describing ways in which stereotyping can be a barrier to acting as an ally; and

(c) engaging in positive civic behaviors to make decisions and take action in classrooms, schools, and communities.

[6.29.11.15 NMAC - Rp, 6.29.11.15 NMAC, 2/22/2022]

6.29.11.16 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR EIGHTH GRADE:
A. Civics.

(1) The student shall demonstrate an understanding of civic and political institutions by:

(a) comparing indigenous government structures to those of the United States today;

(b) describing the ways indigenous people organize themselves and their societies;

(c) discussing the relationship between a ruler of a nation-state and the citizens of its colonies;

(d) examining how challenges the government faced because of the articles of confederation resolved at the constitutional convention;

(e) evaluating how individuals and groups addressed specific problems at various levels to form a new republic;

(f) identifying and applying the function of the bill of rights; and

(g) discussing the nature of civil wars in general, and the role of border states and territories in the United States civil war specifically, and exploring the role the territory of New Mexico played.

(2) The student shall demonstrate an understanding of processes, rules, and laws by:

(a) identifying policies of this era that define the relationship between federal, state, and tribal governments through treaties, court decisions, and land acquisition statutes;

(b) evaluating the efficacy of formal United States policies of expansion, their effects on sovereign tribal nations' ability to self-govern, and indigenous resistance efforts to preserve tribal sovereignty;

(c) comparing the federal government's response to the southern states' call for independence with that of the original 13 colonies;

(d) discussing the impact of significant legislation and judicial precedents in formally perpetuating systemic oppression; and

(e) analyzing the impact of individuals and reform movements that advocated for greater civil rights and liberties throughout early United States history.

(3) The student shall demonstrate an understanding of civic dispositions and democratic principles by:

(a) describing the role of community members in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities;

(b) assessing the responses of various groups to British policies in the 13 colonies;

(c) identifying parallels in language or intent (i.e. construct or content) between enlightenment philosophies and the ideas expressed in the founding documents of the United States;

(d) citing specific examples of precedents established in the early republic that impact American lives today; and

(e) critiquing citizens' responses to changing political and social policies during the early 19th century.

(4) The student shall demonstrate an understanding of roles and responsibilities of a civic life by investigating the causes and effects of diverse ideologies on politics, society, and culture that are associated with immigration and migration.

B. Economics and personal financial literacy.

(1) The student shall demonstrate an understanding of economic decision-making by:

(a) identifying and analyzing the economic specializations of the 13 colonies; and

(b) identifying and explaining the economic differences between the north and the south.

(2) The student shall demonstrate an understanding of incentives and choices by analyzing the benefits and challenges associated with rapidly growing urban areas because of industrialization.

(3) The student shall demonstrate an understanding of economic systems and models by illustrating significant European economic theories and their connection to the colonization of the western hemisphere.

(4) The student shall demonstrate an understanding of money and markets by:
 (a) summarizing a significant economic warfare initiative of the civil war through creative expression; and
 (b) explaining how union army strategies and other socio-economic changes at the end of the civil war led to an economic depression in the southeast United States.

(5) The student shall demonstrate an understanding of personal financial literacy by:
 (a) determining the relationship between long-term goals and opportunity cost;
 (b) identifying ways insurance may minimize personal financial risk; and
 (c) illustrating the power of compounding to highlight the importance of investing at a young age.

C. Geography.

(1) The student shall demonstrate an understanding of geographic representations and reasoning by:
 (a) using the five themes of geography (i.e. location, place, movement, human-environmental interaction, and region) to describe a specific sovereign tribal nation or indigenous people group of North America;
 (b) analyzing how historic events are shaped by geography; and
 (c) synthesizing geographic information about the significance of the 13 colonies to the British empire.

(2) The student shall demonstrate an understanding of location, place, and region by defining a region by its human and physical characteristics.

(3) The student shall demonstrate an understanding of movement, population, and systems by:
 (a) describing the causes and effects of exploration and expansion into the Americas, by the Europeans during the 15th and 16th centuries;
 (b) comparing and contrasting reasons why people moved to and left the 13 colonies; and
 (c) identifying immigration and emigration factors that motivated groups to move to and within the United States during time periods of mass immigration.

(4) The student shall demonstrate an understanding of human-environmental interactions and sustainability by:
 (a) describing how indigenous people of North America adapted to their environment;
 (b) critiquing the ideas and belief systems related to land and resource-use among indigenous people and Europeans; and
 (c) describing a human-created environmental concern related to western expansion, including different contemporary perspectives and other historical context between 1815 CE and 1850 CE.

D. History.

(1) The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by:
 (a) identifying key people, places, and ideas from major European nations of the 15th and 16th centuries;
 (b) identifying and describing the structure and function of the three branches of government, as laid out in the United States constitution;
 (c) comparing and contrasting indigenous and Hispanic peoples' assimilation experiences with later immigrants' experiences as part of expansion across the territorial United States;
 (d) analyzing the development of the women's suffrage movement over time and its legacy; and
 (e) making personal connections to immigration stories and experiences in the past and present.

- (2) The student shall demonstrate an understanding of causes and consequences by:
- (a) evaluating the impacts of European colonization on indigenous populations;
 - (b) describing the impact of slavery on African populations in Africa and the Americas;
 - (c) identifying indigenous alliances during and after the American revolutionary war;
 - (d) comparing and contrasting the efforts of the American and British governments to gain the services of African Americans with recruitment of indigenous people;
 - (e) describing the causes and effects of the Mexican American war and its consequences on residents living in the “new” United States territories;
 - (f) examining the ways the United States acquired new territories, including purchases, forced relocation, treaties, annexation, and war;
 - (g) demonstrating how conflicts over slavery led the north and the south to war; and
 - (h) evaluating the impact of science and technology during the civil war period.
- (3) The student shall demonstrate an understanding of historical thinking by:
- (a) comparing and contrasting the causes, demographics, and results of the American revolution;
 - (b) discussing the role of religion in the 13 colonies and its impact on developing American identity;
 - (c) comparing and contrasting the causes, demographics, and results of the American revolution with the French and Latin American revolutions; and
 - (d) comparing and contrasting the causes, demographics, and results of the Haitian revolution and enslaved peoples’ rebellions between 1830 CE and 1860 CE.
- (4) The student shall demonstrate an understanding of critical consciousness and perspective by:
- (a) demonstrating 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; and
 - (b) examining both sides in debate or academic discussion of politics in response to immigration.
- (5) The student shall demonstrate an understanding of power dynamics, leadership, and agency by:
- (a) describing how white supremacist organizations in the United States arose with the intention of maintaining the oppression of specific groups through informal institutions;
 - (b) describing demographic shifts because of the civil war and reconstruction; and
 - (c) analyzing why and how indigenous people resisted United States territorial expansion.

E. Ethnic, cultural, and identity studies.

- (1) The student shall demonstrate an understanding of diversity and identity by:
- (a) describing how knowledge and perspectives of indigenous people can help inform solutions to environmental and human rights issues;
 - (b) drawing a diagram or making a model to illustrate how indigenous people have preserved their histories;
 - (c) examining how enslaved people adapted within and resisted their captivity;
 - (d) describing the formation of African American cultures and identities in free and enslaved communities; and
 - (e) identifying and exploring how current traditions, rites, and norms or identity groups have changed or are changing over time.
- (2) The student shall demonstrate an understanding of identity in history by:
- (a) comparing and contrasting the various origins – indigenous, forced, voluntary – of identity groups in the United States;
 - (b) examining the impact of historical, cultural, economic, political, religious, and social factors, which resulted in unequal power relations among identity groups;
 - (c) examining historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group between c. 1400 CE and 1500 CE;

- (d) examining 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;
 - (e) examining the demographics of the 13 colonies in the years leading to, and during, the American revolution;
 - (f) describing the influence of diverse ideologies on politics, society, and culture in early United States history;
 - (g) analyzing the motivations of various groups and their impacts of western expansion and the settlement of the United States;
 - (h) examining the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language;
 - (i) deconstructing the emancipation proclamation to determine its contemporary purpose and current significance;
 - (j) discussing the impact of the western campaign on indigenous people;
 - (k) exploring and demonstrating the contemporary and current significance of Juneteenth; and
 - (l) assessing 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.
- (3) The student shall demonstrate an understanding of community equity building by:
- (a) discussing how the exchanges of resources and culture across civilizations led to the emergence of a global society;
 - (b) identifying and analyzing cultural, differently abled, ethnic, gender, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities;
 - (c) discussing the similarities, differences, and interactions between civil rights and civil liberties;
 - (d) evaluating the role of racial social constructs in the structures and functions of a 21st century American society;
 - (e) applying knowledge of an event of the sectionalism and reform era to analyze current issues and events; and
 - (f) investigating how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local, community, national, and global advocacy.

F. Inquiry.

- (1) The student shall demonstrate an understanding of constructing compelling and supporting questions by:
- (a) developing compelling questions about a relevant topic of interest; and
 - (b) creating supporting questions from credible sources to expand upon the compelling question.
- (2) The student shall demonstrate an understanding of gathering and evaluating sources by:
- (a) identifying, locating, and gathering reliable and relevant primary and secondary sources from a variety of media, such as print, digital, multimedia, artifacts, and oral traditions;
 - (b) evaluating primary and secondary sources for the author's bias, perspective of the creator, and relevance to the topic;
 - (c) describing how geographic representations can express both geo-spatial locations and human bias; and
 - (d) using a coherent system or structure to evaluate the credibility of a source by determining its relevance and intended use.
- (3) The student shall demonstrate an understanding of developing claims by:
- (a) categorizing and sequencing significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers;
 - (b) formulating a claim based on evidence from primary and secondary sources in response to a question;
 - (c) citing specific textual evidence to support analysis of primary and secondary sources;
 - (d) using primary and secondary sources to analyze conflicting and diverse points of views on a certain topic;

experience; and

(f) examining how and why diverse groups have been denied equality and opportunity, both institutionally and informally.

(4) The student shall demonstrate an understanding of communicating and critiquing conclusions by:

(a) engaging in discussion, debate, or academic conversation analyzing multiple viewpoints on public issues;

(b) creating maps, charts, infographics, or other visual media that communicate research findings or other significant information digitally or on paper;

(c) developing informational texts, including analyses of historical and current events;

(d) portraying historical people, places, events, and ideologies of the time to examine history from the perspective of the participants through creative expression;

(e) using applicable presentation technology to communicate research findings or other significant information; and

(f) conducting a research project to answer a self-generated question of historical significance, and applying problem-solving skills for historical research.

(5) The student shall demonstrate an understanding of taking informed action by:

(a) recognizing and valuing the student's group identities without perceiving or treating others as inferior;

(b) identifying facets of personal identity, determining how the student wants to present themselves to the world as a person belonging to an identity group, and brainstorming how to address negative perceptions.

(c) describing 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;

(d) explaining the challenges and opportunities people face when taking action to address problems, including predicting possible results; and

(e) synthesizing historical and local knowledge to take age-appropriate action toward mending, healing, and transforming the future.

[6.29.11.16 NMAC - Rp, 6.29.11.16 NMAC, 2/22/2022]

6.29.11.17 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL CIVICS:

A. High school civics.

(1) The student shall demonstrate an understanding of civic and political institutions by:

(a) distinguishing the powers and responsibilities of local, state, indigenous, national, and international civic and political institutions;

(b) developing claims about the purpose, processes, strengths, and weaknesses of the United States government;

(c) evaluating efforts to adapt and redesign the United States constitution and political institutions over time;

(d) analyzing the role of groups without formal decision-making power in influencing change in the United States government;

(e) evaluating multiple sources and citing evidence investigating the relationships between equality, equity, justice, freedom, and order in American constitutional democracy;

(f) investigating relationships among governments, civil societies, and economic markets;

(g) distinguishing historical and current types and systems of government in the United States and in diverse regions in the world;

(h) using data and evidence from multiple perspectives related to federal policy toward indigenous groups to develop an understanding of indigenous and United States relations over time;

(i) evaluating the way America's founding principles and constitutional structures have influenced initiatives and revisions to foreign policy over time; and

(j) researching multiple sources to think critically about how the United States conducts itself in international relations and how international standards affect United States domestic policy.

- (2) The student shall demonstrate an understanding of processes, rules, and laws by:
- (a) analyzing the United States Constitution and its founding principles;
 - (b) evaluating procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved;
 - (c) evaluating sources to determine how people use and challenge local, state, national, and international laws, to address a variety of public issues;
 - (d) evaluating public policies in terms of intended and unintended outcomes and related consequences;
 - (e) analyzing historical, contemporary, and emerging means of changing societies, promoting the common good and protecting civil and human rights;
 - (f) evaluating the United States justice system over time and its impacts on policy, society, economics, and individual rights;
 - (g) explaining the unique features and processes of New Mexico's constitution;
 - (h) evaluating the contributions of New Mexico's diverse populations to its governmental structure and outcomes; and
 - (i) investigating challenges and opportunities within and between different government entities in New Mexico.
- (3) The student shall demonstrate an understanding of civic dispositions and democratic principles by:
- (a) analyzing the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights;
 - (b) analyzing 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;
 - (c) applying civic dispositions and democratic principles when working with others;
 - (d) analyzing founding documents and their impact on national unity over time;
 - (e) evaluating the tensions between personal interests, different cultural groups, and civic responsibilities or the common good over time.
- (4) The student shall demonstrate an understanding of roles and responsibilities of a civic life by:
- (a) participating in civil discourse to promote greater understanding around historical, contemporary, and future opportunities and obstacles;
 - (b) using historical data and evidence related to various actors' interests and motivations to determine their influence on contemporary issues;
 - (c) evaluating how fundamental American principles have been interpreted over time and how they currently shape policy debates;
 - (d) developing strategies for evaluating multiple perspectives about current events and policy issues;
 - (e) analyzing historic inequalities and evaluating proposed solutions to correct them;
 - (f) applying 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;
 - (g) evaluating sources and determining potential bias in the media and how that impacts government decision-making;
 - (h) evaluating the effects of diverse ideologies and the process of political socialization on oneself and society;
 - (i) analyzing rights and obligations of citizens of the United States;
 - (j) critiquing leadership strategies through past and present examples of change-makers;
 - (k) planning and demonstrating some ways in which an active citizen can effect change in the community, state, nation, or world;
 - (l) evaluating citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and international government; and
 - (m) taking informed action to improve the student's community.

B. Inquiry.

- (1) The student shall demonstrate an understanding of constructing compelling and supporting questions by:
- (a) creating compelling questions representing key ideas within the disciplines; and
 - (b) developing supporting questions that contribute to an inquiry and demonstrating how, through engaging source work, new compelling and supporting questions emerge.
- (2) The student shall demonstrate an understanding of gathering and evaluating sources by:
- (a) gathering 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; and
 - (b) evaluating the credibility of a source by examining how experts value the source.
- (3) The student shall demonstrate an understanding of developing claims by:
- (a) identifying evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence to revise or strengthen claims; and
 - (b) refining claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
- (4) The student shall demonstrate an understanding of communicating and critiquing conclusions by:
- (a) constructing arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses;
 - (b) constructing explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose;
 - (c) presenting adaptations of arguments and explanations that feature expressive ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies; and
 - (d) critiquing the use of claims and evidence in arguments for credibility.
- (5) The student shall demonstrate an understanding of taking informed action by:
- (a) using 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; and
 - (b) applying a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.
- [6.29.11.17 NMAC - Rp, 6.29.11.17 NMAC, 2/22/2022]

6.29.11.18 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL ECONOMICS:

A. High school economics.

- (1) The student shall demonstrate an understanding of economic decision-making by:
- (a) applying understanding of economic concepts and systems to analyze decision-making and the interactions between consumers, businesses, governments, and societies;
 - (b) gathering and evaluating sources to explain the relationship between economic decisions and environmental consequences;
 - (c) using cost-benefit analysis and marginal analysis to evaluate an economic issue;
 - (d) evaluating how economic principles influence choices and can produce varied outcomes for different individuals or groups; and
 - (e) evaluating the market value of income earned through wages and other activities associated with saving and investing.
- (2) The student shall demonstrate an understanding of economic systems and models by:
- (a) analyzing the production, distribution, and consumption of goods and services;
 - (b) evaluating economic theories for their compatibility with democracy;
 - (c) comparing the advantages and disadvantages of major economic systems found around the world;
 - (d) critiquing inequalities that exist in economic systems;
 - (e) using economic data to evaluate the positive and negative aspects of American capitalism in relation to other economic systems;

- (f) analyzing how national and global economic trends, practices, and policies impact the state and local economies in New Mexico;
- (g) critiquing the impact of globalization on New Mexico and its citizens;
- (h) evaluating the impact of environmental externalities in New Mexican communities; and
- (i) evaluating opportunities for economic diversification that can significantly impact state and local conditions.
- (3) The student shall demonstrate an understanding of money and markets by:
- (a) explaining how buyers and sellers interact to create markets and market structures;
- (b) evaluating how a variety of factors and conditions in a market determine price and the allocation of scarce goods and resources;
- (c) evaluating the role played by competition in the market;
- (d) evaluating the role of financial institutions in a market economy;
- (e) analyzing the role of money in the economy;
- (f) critiquing specific government policies and regulations initiated to improve market outcomes and the intended and unintended consequences experienced by individuals, businesses, communities, and states;
- (g) generating possible explanations for a government role in markets when market inefficiencies exist;
- (h) evaluating the causes and implications of market failures;
- (i) explaining how governments establish the rules and institutions in which markets operate at the local, state, tribal, national, and international levels;
- (j) using economic indicators and data to analyze the health of the national economy in relation to other countries;
- (k) evaluating how fiscal and monetary policy choices have economic consequences for different stakeholders in a variety of economic conditions;
- (l) evaluating foreign and domestic issues related to United States economic growth overtime; and
- (m) explaining the effect of advancements in technology and training on economic growth and standards of living across diverse groups and circumstances.
- (4) The student shall demonstrate an understanding of global economy by:
- (a) explaining how current globalization trends and policies affect economic growth, labor, markets, rights of citizens, the environment, and resource and income distribution in different nations;
- (b) explaining how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations;
- (c) evaluating how geography, demographics, industry structure, and the rules of economic institutions influence a nation's economic development;
- (d) analyzing why a country might participate in global trade;
- (e) connecting how trade agreements between nations have short- and long-term effects; and
- (f) constructing an argument about how global interdependence impacts individuals, institutions, or societies based on documented evidence.
- (5) The student shall demonstrate an understanding of personal financial literacy by:
- (a) explaining how and why people make choices to improve their economic well-being;
- (b) comparing the costs and benefits of saving, using credit, or making certain types of financial investments;
- (c) evaluating how and why individuals choose to accept risk, reduce risk, or transfer risk to others;
- (d) investigating ways personal information is fraudulently obtained;
- (e) identifying voluntary (i.e. retirement contributions) and involuntary deductions (i.e. payroll taxes) and how they impact net income;
- (f) preparing a budget or spending plan that depicts varying sources of income, a planned saving strategy, taxes, and other sources of fixed and variable spending;

- option;
- (g) evaluating options for payment on credit cards and the consequences of each
- rate;
- (h) describing how a credit score impacts the ability to borrow money and at what
- rate;
- (i) identifying various strategies students can use to finance higher education and
- how to access student aid through completion of the free application for federal student aid;
- (j) calculating the total cost of repaying a loan under various rates of interest and
- over different time periods;
- (k) explaining what a mortgage is, why most Americans require a mortgage to
- finance a home, and the challenges of financing mortgages on tribal land;
- (l) explaining how investing may build wealth and help meet financial goals (e.g.
- stocks, bonds, mutual funds, retirement savings options, real estate); and
- (m) explaining various types of insurance and the purpose of using insurance to
- protect financial interests.

B. Inquiry.

- (1) The student shall demonstrate an understanding of constructing compelling and supporting questions by:
 - (a) creating compelling questions representing key ideas within the disciplines; and
 - (b) developing supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.
 - (2) The student shall demonstrate an understanding of gathering and evaluating sources by:
 - (a) gathering 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; and
 - (b) evaluating the credibility of a source by examining how experts value the source.
 - (3) The student shall demonstrate an understanding of developing claims by:
 - (a) identifying evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence to revise or strengthen claims; and
 - (b) refining claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
 - (4) The student shall demonstrate an understanding of communicating and critiquing conclusions by:
 - (a) constructing arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses;
 - (b) constructing explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose;
 - (c) presenting 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; and
 - (d) critiquing the use of claims and evidence in arguments for credibility.
 - (5) The student shall demonstrate an understanding of taking informed action by:
 - (a) using 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; and
 - (b) applying a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.
- [6.29.11.18 NMAC - Rp, 6.29.11.18 NMAC, 2/22/2022]

6.29.11.19 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL GEOGRAPHY:

A. High school geography.

- (1) The student shall demonstrate an understanding of geographic representations and reasoning by:

- (a) analyzing and evaluating the characteristics, purposes, and uses of geographic tools, knowledge, and skills;
- (b) creating maps to display and explain the spatial patterns of culture and environment;
- (c) interpreting geographic characteristics of cultures, economies, and political systems;
- (d) analyzing geographic representations to explain changes over time; and
- (e) applying geographic knowledge and geospatial skills to interpret the past and present to make informed decisions.
- (2) The student shall demonstrate an understanding of location, place, and religion by:
- (a) interpreting the reciprocal relationship between physical, geographical locations, and the patterns and processes humans create within them;
- (b) evaluating the process of place-making and the development of place-based identity; and
- (c) explaining the distinguishing features of formal, functional, and perceptual regions.
- (3) The student shall demonstrate an understanding of movement, population, and systems by:
- (a) explaining the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at the local, national, and global scale;
- (b) evaluating 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;
- (c) describing how human systems, perceptions, and identities shape places and regions over time;
- (d) analyzing and predicting how location, place, and region impact the evolution of human perspectives and identities;
- (e) describing how particular historical events and developments shape human processes and systems in a given place or region over time; and
- (f) predicting future social, political, economic, cultural, spiritual, and environmental opportunities, and obstacles associated with movement, population, decision-making, and perspectives in a given place or region.
- (4) The student shall demonstrate an understanding of human-environmental interactions and sustainability by:
- (a) developing reasoned ethical judgements about people, places, events, phenomena, ideas, or developments, and determining appropriate ways to respond;
- (b) analyzing shifting United States government environmental policies and regulations in response to changing human-environment interactions;
- (c) evaluating the consequences of human-made and natural catastrophes on global trade, politics, and human migration;
- (d) assessing the reciprocal relationships between physical environment and culture within local, national, and global scales;
- (e) evaluating how economic globalization and the scarcity of resources contribute to conflict and cooperation within and among countries;
- (f) analyzing how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control Earth's surface and resources; and
- (g) assessing how social, economic, political, and environmental developments at global, national, regional, and local levels affect the sustainability of modern and traditional cultures.

B. Inquiry.

- (1) The student shall demonstrate an understanding of constructing compelling and supporting questions by:
- (a) creating compelling questions representing key ideas within the disciplines; and
- (b) developing supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.
- (2) The student shall demonstrate an understanding of gathering and evaluating sources by:

(a) gathering 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; and

(b) evaluating the credibility of a source by examining how experts value the source.

(3) The student shall demonstrate an understanding of developing claims by:

(a) identifying evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence to revise or strengthen claims; and

(b) refining claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

(4) The student shall demonstrate an understanding of communicating and critiquing conclusions by:

(a) constructing arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses;

(b) constructing explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose;

(c) presenting 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; and

(d) critiquing the use of claims and evidence in arguments for credibility.

(5) The student shall demonstrate an understanding of taking informed action by:

(a) using 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; and

(b) applying a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.

[6.29.11.19 NMAC - Rp, 6.29.11.19 NMAC, 2/22/2022]

6.29.11.20 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL NEW MEXICO HISTORY:

A. Civics.

(1) The student shall demonstrate an understanding of civic and political institutions by comparing and contrasting the similarities and differences between the three branches of the federal and state governments.

(2) The student shall demonstrate an understanding of processes, rules, and laws by analyzing the requirements for statehood.

(3) The student shall demonstrate an understanding of civic dispositions and democratic principles by defining sovereignty, exploring how tribal sovereignty has been interpreted over time by indigenous people, and distinguishing ways in which the different tribes in New Mexico conduct governmental affairs.

B. Economics and personal financial literacy.

(1) The student shall demonstrate an understanding of economic decision-making by:

(a) discussing 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;

(b) analyzing the private and public industries that have impacted New Mexico's economy; and

(c) evaluating the main sources of income for indigenous populations and how they might be different.

(2) The student shall demonstrate an understanding of global economy by summarizing how the United States and Soviet Union emerged from World War II as superpowers, and articulating the difference between communism and capitalism.

C. Geography.

(1) The student shall demonstrate an understanding of location, place, and region by:

(a) explaining the impact of the military bases and weapons testing sites in New Mexico as influenced by World War II and the cold war; and

(b) giving examples of the different types of sites and activities that would make people want to tour aspects of New Mexico.

(2) The student shall demonstrate an understanding of human-environmental interactions and sustainability by:

(a) examining the changes in the plains of New Mexico as irrigation and cattle ranches expand into the territory;

(b) analyzing the pros and cons of New Mexico's role in the production of uranium fueled weapons built during the cold war; and

(c) analyzing how New Mexicans maintain an agricultural industry being that we are one of the driest states in the country.

D. History.

(1) The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by:

(a) connecting various disputes that occur as a result of Article X being stricken from the treaty of Guadalupe Hidalgo;

(b) assessing the changes of the land and society initiated by the railroad system, along with the immigrant population it brought to the New Mexican territory;

(c) evaluating efforts from the people of New Mexico to become a state, and analyzing outside perspectives to the entrance of New Mexico as a state;

(d) interpreting data and evidence to conduct periodization of key events and contributions by key people to the events that occurred during the early 20th century; and

(e) analyzing the civil rights era in New Mexico using multiple perspectives.

(2) The student shall demonstrate an understanding of causes and consequences by:

(a) examining the causes and effects of the civil war, and the battles that ensued within New Mexico;

(b) explaining how the Homestead Act of 1862 impacted the demographics of New Mexico;

(c) probing the beginnings of the boarding school system, and the ramifications that it had on indigenous communities in New Mexico and abroad; and

(d) analyzing the causes and effects of the dust bowl in New Mexico, and how it changed or eliminated communities.

(3) The student shall demonstrate an understanding of historical thinking by:

(a) demonstrating 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 our citizens and resident populations had on the war;

(b) examining the development of the first atomic bomb and the dawn of the nuclear age born in New Mexico;

(c) explaining the importance of military research and testing facilities in New Mexico, during the cold war and today;

(d) analyzing multiple perspectives of how water use, policy, and management has changed over the centuries in New Mexico; and

(e) evaluating the importance of preserving historical sites, culture, and New Mexico's resources.

(4) The student shall demonstrate an understanding of critical consciousness and perspectives by:

(a) dissecting the treaty of Guadalupe Hidalgo, and evaluating how the different people of New Mexico were addressed and impacted by the document; and

(b) evaluating the role of race and racism in the acts of land redistribution during the territorial period.

(5) The student shall demonstrate an understanding of power dynamics, leadership, and agency by:

(a) examining the rights that were guaranteed to New Mexico citizens in Article IX of the treaty of Guadalupe Hidalgo, and reason why Article X would have been stricken;

(b) contextualizing the struggles toward statehood by including the resistance of the Hispanic and Native American population to newcomers;

(c) comparing and contrasting the liberties of people living within a territory versus a state; and

(d) comparing organizations engaged in civil rights work.

E. Ethnic, cultural, and identity studies. The student shall demonstrate an understanding of diversity and identity by assessing 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.

F. Inquiry.

(1) The student shall demonstrate an understanding of constructing compelling and supporting questions by:

(a) creating compelling questions representing key ideas within the disciplines; and

(b) developing supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.

(2) The student shall demonstrate an understanding of gathering and evaluating sources by:

(a) gathering 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; and

(b) evaluating the credibility, reliability, and validity of a source by examining how experts value the source.

(3) The student shall demonstrate an understanding of developing claims by:

(a) identifying evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence to revise or strengthen claims; and

(b) refining claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

(4) The student shall demonstrate an understanding of communicating and critiquing conclusions by:

(a) constructing arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses;

(b) constructing explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose;

(c) presenting 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; and

(d) critiquing the use of claims and evidence in arguments for credibility.

(5) The student shall demonstrate an understanding of taking informed action by:

(a) using 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; and

(b) applying a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.

[6.29.11.20 NMAC - Rp, 6.29.11.20 NMAC, 2/22/2022]

6.29.11.21 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL UNITED STATES HISTORY:

A. Geography.

(1) The student shall demonstrate an understanding of movement, population, and systems by:

(a) analyzing and predicting how locations, places, and regions impact the evolution of human perspective and identity;

(b) predicting future social, political, economic, cultural, religious, spiritual, and environmental opportunities, and obstacles associated with movement, population, decision-making, and perspectives in a given place or region between 1945 and 1975;

(c) describing how particular historical events and developments shape human processes and systems in World War II;

(d) predicting future social, political, economic, cultural, religious, spiritual, and environmental opportunities, and obstacles associated with movement, population, decision-making, and perspectives in World War II; and

(e) describing how particular historical events and developments shape human processes and systems in a given place or region over time, between 1945 and 1975.

(2) The student shall demonstrate an understanding of human-environmental interactions and sustainability by:

(a) assessing how social, economic, political, and environmental developments at global, national, regional, and local levels affect the sustainability of modern and traditional cultures between 1865 and 1877;

(b) describing how particular historical events and developments shape human processes and systems in a given place or region over time, between 1890 and 1920;

(c) analyzing 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 between 1920 and 1929;

(d) analyzing 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 between 1929 and 1941;

(e) analyzing 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 between 1945 and 1975; and

(f) assessing how social, economic, political, and environmental developments at global, national, regional, and local levels affect the sustainability of modern and traditional cultures between 2008 and the present.

B. High school United States history.

(1) The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by:

(a) evaluating 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;

(b) examining immigration policy in the United States;

(c) evaluating what an efficient, equitable, equal, and just economic system would look like in the United States;

(d) examining labor struggles and populist movements in the United States and comparing to other movements around the world;

(e) examining United States imperialist policies and practices;

(f) analyzing the influence of cultural, literary, and artistic movements between 1890 and 1920;

(g) examining the ethics of the suppression of civil liberties and human rights during times of conflict and war, past and present;

(h) analyzing the role of the United States in the world and the balance of foreign and domestic priorities;

(i) analyzing the influence of cultural, literary, and artistic movements during the progressive era and World War I;

(j) exploring the change between traditionalism and modernity in American society in the past and compare it with today;

(k) evaluating new deal programs and their impact on diverse groups of people in Americas;

(l) analyzing the influence of cultural, literary, and artistic movements between 1929 and 1941;

(m) analyzing the similarities, differences, and connections between the racial social order in the United States, Germany, and other countries during World War II;

(n) analyzing the influence of cultural, literary, and artistic movements during World War II;

(o) exploring the legacy of "othering" in the United States, including boarding schools, internment camps, and detention centers;

(p) examining the short- and long-term effects of central intelligence agency involvement in Latin America;

- (q) analyzing the impact of cold war rhetoric and ideology on social movements and activists in the United States;
 - (r) examining how evolving global and domestic understanding of, and respect for, universal human rights affected in the development of the civil rights movement in the United States;
 - (s) analyzing 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;
 - (t) evaluating the role of McCarthyism on the civil rights movement;
 - (u) evaluating the influence of 1960s cultural and artistic movements from past to present day;
 - (v) assessing the short- and long-term social and political impacts of conservatism and liberalism in the United States;
 - (w) examining the short- and long-term impacts of criminal justice policy implemented during the presidencies of Ronald Reagan and Bill Clinton;
 - (x) examining the push-pull relationship between conservatism and liberalism in America over time;
 - (y) evaluating whether the cold war definitively ended in 1991;
 - (z) analyzing the influence of cultural, literary, and artistic movements between 2008 and the present; and
 - (aa) analyzing major trends, issues, and advances to address healthcare disparities in the past, present, and future.
- (2) The student shall demonstrate an understanding of causes and consequences by:
- (a) analyzing the short- and long-term effects of the end of the civil war and reconstruction period;
 - (b) examining 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 of the west;
 - (c) explaining the various causes of the industrial revolution;
 - (d) evaluating the consequences of the industrial revolution;
 - (e) analyzing social, political, and economic reasons groups migrated to and within the United States, including push and pull factors;
 - (f) analyzing the causes and course of the growing role of the United States in world affairs from the civil war to World War I;
 - (g) distinguishing between the long-term causes and triggering events that led the United States into World War I;
 - (h) explaining the course and significance of Woodrow Wilson’s wartime diplomacy, including his fourteen points, the league of nations, and the failure of the treaty of Versailles;
 - (i) assessing how new technology in transportation, communication, and finance impacted American society;
 - (j) describing the multiple causes and consequences of the global and the United States depression of the 1930s;
 - (k) assessing the impact and legacy of new deal relief, recovery, and reform programs;
 - (l) explaining the reasons for American involvement in World War II and the key actions and events leading up to declarations of war against Japan and Germany;
 - (m) explaining 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;
 - (n) analyzing 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;
 - (o) analyzing the consequences of World War II, including the conferences of allied leaders following the war, and the development of human rights;
 - (p) assessing the social, political, and economic transformation of the United States during World War II.;
 - (q) analyzing the causes, conflicts, and consequences of the cold war;
 - (r) evaluating the policy of containment as a response by the United States to Soviet expansionist policies;
 - (s) analyzing how United States foreign policy during the cold war shaped conflicts in Asia and the Americas;

- (t) analyzing the roots of domestic communism and anti-communism in the 1950s, the origins and consequences of, and the resistance to McCarthyism;
- (u) analyzing the origin, goals, and outcomes of civil rights groups in the 1950s and the 1960s, and their influence on contemporary civil rights movements;
- (v) evaluating resistance to integration in white communities, protests to end segregation, and the supreme court decisions on civil rights;
- (w) analyzing the social, political, and economic conditions of the 1960s and 1970s that led to a rise in conservatism and its overall impact on society; and
- (x) analyzing how communist economic policies and United States-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.
- (3) The student shall demonstrate an understanding of critical consciousness and perspectives by:
- (a) evaluating how the events of reconstruction impacted people from diverse groups;
- (b) exploring African American economic, political, and sociocultural (educational, artistic, literary) responses to emancipation and reconstruction;
- (c) identifying the ways in which gender roles were changing and unchanged during the 19th century;
- (d) evaluating the effects of the entry of women into the workforce after the civil war and analyzing women's political organizations;
- (e) analyzing the consequences of the continuing westward expansion of the American people after the civil war;
- (f) evaluating the impact of the 14th Amendment on indigenous people and Asian and European immigrant men and women;
- (g) examining the ways that the great migration changed America, and exploring the ways that African Americans adapted and resisted;
- (h) evaluating how events during imperialism impacted people from diverse groups;
- (i) examining the ways in which art, journalism, literature, and cultural artifacts served as forms of resistance and contributed to the anti-imperialist movement;
- (j) evaluating major reform movements and reformers during the progressive era;
- (k) evaluating the inclusivity and exclusivity of progressive era reform movements;
- (l) analyzing the campaign for, and the opposition to, women's suffrage in the late 19th and early 20th centuries;
- (m) analyzing the strategies of African Americans to achieve basic civil rights in the early 20th century;
- (n) analyzing how ideologies of the progressive movement impacted indigenous people in the United States;
- (o) evaluating how the events of the 1920s impacted people from diverse groups;
- (p) exploring the arts, entrepreneurship, and philanthropy of the Harlem renaissance and its connections to the great migration;
- (q) evaluating the passage of the 19th amendment from the perspective of diverse groups in American society;
- (r) examining the ways in which gender role norms changed and stayed the same in 1920s America;
- (s) examining the lives and experiences of Latinos and other diverse groups and the relationship of the United States to Mexico;
- (t) evaluating how the events of this time period, during World War II, impacted people from diverse groups;
- (u) examining the ways in which gender roles changed and stayed the same for women during World War II;
- (v) evaluating how the events during the cold war impacted people from diverse groups;
- (w) examining the ways in which gender roles changed and stayed the same during World War II;
- (x) evaluating how the events of the civil rights movement impacted people from diverse groups;

- (y) analyzing the causes, course, and impact on American politics and society of new social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation;
 - (z) evaluating how major world events between 1968 and 2008, such as 9/11, and the rise of global terrorism impacted people from diverse groups;
 - (aa) examining the ways in which gender roles changed and stayed the same between 1945 and 1975;
 - (bb) evaluating the significance of the federal 1990 Americans with Disabilities Act;
 - (cc) examining the experiences, activism, and legislation impacting the LGBTQIA+ community;
 - (dd) evaluating how the events between 2008 and the present impact people from diverse groups; and
 - (ee) examining the ways in which gender roles changed and stayed the same between 1968 and 2008.
- (4) The student shall demonstrate an understanding of power dynamics, leadership, and agency by:
- (a) exploring the efforts of the federal government, African Americans, and civil society reformers to create a new political and social order after emancipation;
 - (b) explaining what progressivism meant in the early 20th century through the ideas, actions, and experiences of progressive leaders;
 - (c) analyzing the governmental policies of the progressive period, determine which problems they were designed to solve, and assessing long- and short-term effectiveness;
 - (d) analyzing the role of the United States in World War I;
 - (e) examining the conflict between traditionalism and modernity as manifested in the major political and economic events in the first two decades of the 20th century;
 - (f) summarizing United States diplomatic and military policies during the cold war;
 - (g) analyzing the important policies and events that took place during the presidencies of John F. Kennedy, Lyndon Johnson, and Richard Nixon;
 - (h) analyzing the rise of conservatism and liberalism in American politics and society;
 - (i) evaluating the role of the United States in contemporary global issues;
 - (j) evaluating the impacts of contemporary global issues on the United States;
 - (k) analyzing the current state and health of American democracy;
 - (l) analyzing some of the major technological and social trends and issues of the late 20th and early 21st centuries;
 - (m) evaluating the effectiveness of the federal government’s response to international and domestic terrorism in the 21st century;
 - (n) examining contemporary civil and human rights struggles and successes; and
 - (o) analyzing United States government policies to reduce climate disruption.

C. Ethnic, cultural, and identity studies.

- (1) The student shall demonstrate an understanding of diversity and identity by:
- (a) investigating how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy;
 - (b) identifying and exploring how current traditions, rites, and norms of identity groups have or are changing over time;
 - (c) comparing and contrasting the various origins – indigenous, forced, voluntary – of identity groups in the United States;
 - (d) examining the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language, between 1865 and 1920;
 - (e) examining the impact of historical, cultural, economic, political, religious, and social factors, which resulted in unequal power relations among identity groups, between 1890 and 1920;
 - (f) examining the impact of historical, cultural, economic, political, religious, and social factors, which resulted in unequal power relations among identity groups, during the progressive era and World War I;
 - (g) examining the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language, during the progressive era and World War I;

(h) examining the impact of historical, cultural, economic, political, religious, and social factors, which resulted in unequal power relations among identity groups, between 1920 and 1929;

(i) examining the impact of historical, cultural, economic, political, religious, and social factors, which resulted in unequal power relations among identity groups, between 1929 and 1941; and

(j) assessing 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.

(2) The student shall demonstrate an understanding of community identity in history by examining the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.

(3) The student shall demonstrate an understanding of community equity building by:

(a) examining historical and contemporary cultural, economic, political, and social contributions to society by individuals or groups within an identity group;

(b) examining the impact of historical, cultural, economic, political, religious, and social factors, which resulted in unequal power relations among identity groups, during World War II;

(c) investigating how identity groups and society address systemic identity through individual actions, individual champions, social movements, and local community, national, and global advocacy;

(d) examining historical and contemporary cultural, economic, intellectual, political, and social contribution to society by individuals or groups within an identity group;

(e) investigating how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy; and

(f) evaluating the role of racial social construct in the structure and function of a 21st century American society;

D. Inquiry.

(1) The student shall demonstrate an understanding of constructing compelling and supporting questions by:

(a) creating compelling questions representing key ideas within the disciplines; and

(b) developing supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.

(2) The student shall demonstrate an understanding of gathering and evaluating sources by:

(a) gathering 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; and

(b) evaluating the credibility of a source by examining how experts value the source.

(3) The student shall demonstrate an understanding of developing claims by:

(a) identifying evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence to revise or strengthen claims; and

(b) refining claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

(4) The student shall demonstrate an understanding of communicating and critiquing conclusions by:

(a) constructing arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses;

(b) constructing explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose;

(c) presenting 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; and

(d) critiquing the use of claims and evidence in arguments for credibility.

(5) The student shall demonstrate an understanding of taking informed action by:

(a) using 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; and

(b) applying a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.
[6.29.11.21 NMAC – Rp, 6.29.11.21 NMAC, 2/22/2022]

6.29.11.22 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL WORLD HISTORY:

A. Civics. The student shall demonstrate an understanding of roles and responsibilities of a civic life by:

- (1) assessing options for individual and collective action to address local, regional, and global problems;
- (2) applying a range of strategies and procedures to make decisions and take action in classrooms, schools, and out-of-school civic contexts; and
- (3) evaluating methods people use to create, change, expand, or oppose systems of power or authority.

B. Economics. The student shall demonstrate an understanding of a global economy by:

- (1) evaluating the impact of global interconnectedness on international economic stability and growth; and
- (2) analyzing how national and global economic trends and policies impact the state and local economies in New Mexico.

C. Geography.

(1) The student shall demonstrate an understanding of location, place, and region by analyzing and explaining the reciprocal relationship between physical, geographical locations, and the patterns and processes humans create within them.

(2) The student shall demonstrate an understanding of movement, population, and systems by identifying, evaluating, and explaining 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.

(3) The student shall demonstrate an understanding of human-environmental interactions and sustainability by assessing how social, economic, political, and environmental developments at global, national, regional, and local levels affect the sustainability of modern and traditional cultures.

D. History.

(1) The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by:

(a) identifying significant transformative moments in world history, analyzing the reasons behind their transformative nature, and explaining how they continue to shape contemporary global interactions;

(b) tracing political, intellectual, religious, artistic, technological, economic, and social developments in historical periods, and within individual societies;

(c) identifying patterns of continuity and change over time in world history, focusing on patterns within and between historical eras;

(d) examining how historical events and developments were shaped by unique circumstances of time and place, and broader historical contexts; and

(e) identifying how individuals, groups, and events in New Mexico's history that have influenced or were influenced by events in world history.

(2) The student shall demonstrate an understanding of causes and consequences by:

(a) identifying and evaluating multiple causes and effects of historical events within world history;

(b) distinguishing between long- and short-term causes in developing historical interpretations; and

(c) identifying contemporary global issues that influence or are influenced by New Mexicans.

(3) The student shall demonstrate an understanding of historical thinking by:

(a) analyzing and evaluating the values and limitations of primary and secondary sources of information, including digital, with attention to the source, its context, reliability, and usefulness;

(b) effectively using and integrating evidence from a variety of diverse sources to evaluate and develop historical claims; and

(c) synthesizing historical information to create new understandings.
 (4) The student shall demonstrate an understanding of critical consciousness and perspectives by:

(a) using a variety of source materials to compare and contrast treatments of the same topic;
 (b) examining historical events from the perspectives of diverse groups, including indigenous people, national, regional, racial, ethnic, class, gender, sexual orientation, and differently abled; and
 (c) analyzing and evaluating multiple points of view to explain the ideas and actions of individuals and groups.

(5) The student shall demonstrate an understanding of power dynamics, leadership, and agency by:

(a) using 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;
 (b) investigating cultural and historical developments within societies with attention to belief systems, ideologies, the arts, science, and technology; and
 (c) analyzing the complex relationship between dominant cultures and minority groups throughout world history, including constructions of race, ethnicity, gender, sexual orientation, differently abled, nationality, class, religion, reactions, and long-term effects of oppression.

E. Ethnic, cultural, and identity studies. The student shall demonstrate an understanding of identity in history by:

(1) comparing and contrasting the various origins (including indigenous, forced, voluntary) of identity groups in world history;
 (2) examining the impact of historical cultural, economic, political, religious, and social factors, which resulted in unequal power relations among identity groups; and
 (3) examining the role colonization, assimilation, and syncretism plays in the evolution of cultural, ethnic, racial, and religious identities and language.

F. Inquiry.

(1) The student shall demonstrate an understanding of constructing compelling and supporting questions by creating compelling questions representing key ideas in world history.
 (2) The student shall demonstrate an understanding of gathering and evaluating sources by:
 (a) evaluating the credibility of sources from a range of media (print, internet, audio, visual) by examining origin, author, context, content, and corroborative value; and
 (b) gathering relevant information from credible sources representing a wide range of views and noting inconsistencies in the information.
 (3) The student shall demonstrate an understanding of developing claims by:
 (a) developing claims and analyzing counterclaims about the significance of historical events using evidence that draws directly and substantively from multiple sources; and
 (b) analyzing evidence to detect inconsistencies within the evidence to revise or strengthen claims.
 (4) The student shall demonstrate an understanding of communicating and critiquing conclusions by presenting 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, digital documentary).
 (5) The student shall demonstrate an understanding of taking informed action by:
 (a) evaluating historical and contemporary sources of information relating to local, regional, and global problems and identifying challenges and opportunities faced by those trying to address these problems;
 (b) assessing options for individual and collective action to address local, regional, and global problems; and
 (c) applying a range of strategies and procedures to make decisions and take action in classrooms, schools, and out-of-school civic contexts.

[6.29.11.22 NMAC - Rp, 6.29.11.22 NMAC, 2/22/2022]

6.29.11.23 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL ETHNIC, CULTURAL, AND IDENTITY STUDIES:

A. Ethnic, cultural, and identity studies.

- (1) The student shall demonstrate an understanding of diversity and identity by:
- (a) recognizing and valuing the student's group identities without perceiving or treating others as inferior;
 - (b) identifying and analyzing cultural, differently abled, ethnic, gender, sexual orientation, national, political, racial, and religious identities, and related perceptions and behaviors by society of these identities;
 - (c) identifying and exploring how current traditions, rites, and norms of identity groups have or are changing over time; and
 - (d) assessing how social policies and economic forces offer various identity groups privilege or systemic inequity in accessing social, political, and economic opportunity in education, government, healthcare, industry, and law enforcement.
- (2) The student shall demonstrate an understanding of identity in history by:
- (a) comparing and contrasting the various origins (including indigenous, forced, voluntary) of identity groups in the United States;
 - (b) examining the impact of historical cultural, economic, political, religious, and social factors, which resulted in unequal power relations among identity groups; and
 - (c) examining the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.
- (3) The student shall demonstrate an understanding of community equity building by:
- (a) examining historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group;
 - (b) investigating 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; and
 - (c) evaluating the role of racial social constructs in the structures and functions of a 21st century American society.

B. Inquiry.

- (1) The student shall demonstrate an understanding of constructing compelling and supporting questions by:
- (a) creating compelling questions representing key ideas within the disciplines; and
 - (b) developing supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.
- (2) The student shall demonstrate an understanding of gathering and evaluating sources by:
- (a) gathering 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; and
 - (b) evaluating the credibility of a source by examining how experts value the source.
- (3) The student shall demonstrate an understanding of developing claims by:
- (a) identifying evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence to revise or strengthen claims; and
 - (b) refining claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
- (4) The student shall demonstrate an understanding of communicating and critiquing conclusions by:
- (a) constructing arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses;
 - (b) constructing explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose;
 - (c) presenting 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; and
 - (d) critiquing the use of claims and evidence in arguments for credibility.
- (5) The student shall demonstrate an understanding of taking informed action by:

(a) using 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; and

(b) applying a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.

[6.29.11.23 NMAC - Rp, 6.29.11.23 NMAC, 2/22/2022]

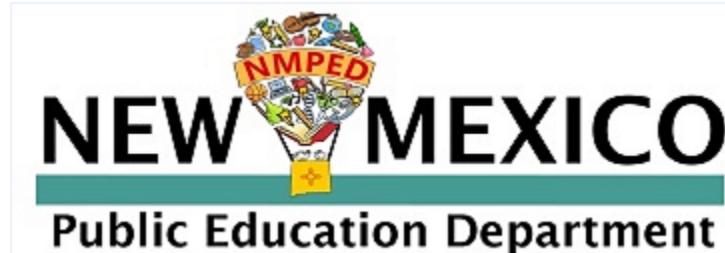
HISTORY OF 6.29.11 NMAC: [RESERVED]

6.29.11 NMAC, Social Studies, filed 6/30/2009, was repealed and replaced by 6.29.11 NMAC, Social Studies, effective 2/22/2022.

Drafting, Input, and Decision Making

Next Steps After Rule Approval: Pre-Implementation Period Projected Spring 2022 with Initial Implementation through School Year 2023-24

Drafting the Standards and Rule Making Process	Professional Development and Educator Supports	Instructional Materials
<p>July 2020 Advisory Council of content experts convened for visioning. Representatives included: higher education, cultural institutions, and representatives from sovereign tribal entities.</p>	<p>December 2021-January 2022 Open call for K-12 educators to participate in the development of the NM Instructional Scope (NMIS) for Social Studies. Educator committee will convene to develop the NMIS which is a tool developed to support curriculum development at the local level.</p>	<p>Late Fall 2021 Call for vendors/publishers to submit core and supplemental Social Studies materials for review.</p>
<p>January 2021 Request for Proposals (RfP) released. Vendor selected to partner with NMPED in facilitation of the writing process and providing professional development on standards development.</p>	<p>February 2022 Begin development of professional development suite to support educators in learning the new standards.</p>	<p>January – February 2022 Call for NM K-12 educators to participate on instructional material review/adoption committee.</p>
<p>February 2021 Open call for K-12 educators to participate on writing committees. 64 representing 38 districts/charters were convened.</p>	<p>Spring 2022 Release of the Social Studies NMIS and initial professional development modules to signal the pre-implementation orientation and preparation phase.</p>	<p>Mid-Spring 2022 Publisher/vendor forms due for consideration of materials by the state-wide review/adoption committee.</p>
<p>March – June 2021 Educator writing teams received professional development and wrote the draft standards.</p>	<p>Late Spring, Summer, and Fall of 2022 Additional professional development opportunities & supports released for teacher collaboration discussions at the guidance of districts.</p>	<p>April 2022 Suite of training begins for the state-wide instructional material review/adoption reviewers.</p>
<p>June 2021 Focus groups conducted: parents, superintendents and board members, teachers, principals, tribal education leaders, students.</p>	<p>School Year 2022-2023 Ongoing exploration and preparation for full implementation.</p>	<p>June 2022 Instructional Material Summer Review Institute.</p>
<p>June-July 2021 Educator writing teams utilized focus groups' feedback to revise & refine standards.</p>		<p>July 2022 Results of Instructional Material Summer Review Institute posted for LEAs to begin local review/adoption process.</p>
<p>August 2021 Draft standards posted on PED website.</p>		<p>Late Summer 2022 Release new tools to support in the selection of supplemental materials.</p>
<p>September 2021 Submission to the NM Register to begin the rule approval process.</p>		<p>October 2022 Adopted core materials will be available at the six regional review centers for districts to access.</p>
<p>September 2021 Notice of Proposed Rulemaking posted. 45-day public comment period begins on September 28, 2021.</p>		<p>Date Determined by LEAs SEG dollars can be utilized to purchase supplemental and core materials based on local decision making.</p>
<p>November 2021 Public Hearing Friday, November 12 from 1:00 pm – 5:00 pm on Zoom.</p>		
<p>November – December 2021 Educator writing committee reconvenes to develop revisions to draft based on public comment.</p>		
<p>February 2022 Completed re-developed standards posted to the state register on February 22, 2022 and disseminated.</p>		



New Mexico Social Studies Standards (NMSSS) Implementation Plan

Purpose

A comprehensive, systematic implementation plan ensures transparency in all elements of the teaching and learning process: **curriculum, instruction, and assessment**. This framework is based on the key elements required to build a standards-based system for learning. This Framework is based on a review of the CCSSO Guide to Developing and Implementing State Social Studies Standards, the Center on Standards and Assessment Implementation (CSAI) Standards Implementation Framework and implementation planning frameworks from Nebraska, Colorado and Iowa. Effective standards-based learning requires educators to articulate clear learning goals that identify what students should learn (content) and be able to do (cognitive behaviors). Effective learning goals always include both of these components and are developed at the local level. These goals are then shared with everyone involved: students, families, teachers, school leaders, and community members.

Overview

Effective implementation of academic standards requires that work be synchronized and connected across systems and roles within a state. In order to see increased student learning, implementation will require commitment and action at all levels. The New Mexico Public Education Department (NMPED) will provide guidance and develop numerous supports for districts/charters and schools. However, NMPED will also rely on feedback from across the state -- local education agencies (LEAs), schools, administrators, and teachers to inform implementation. This plan seeks to ensure that teachers and schools have the time and resources needed to implement the New Mexico Social Studies Standards (NMSSS) and that students have the opportunity to learn social studies at high levels which prepares them for college, career and civic engagement, based on the NMSSS.

The New Mexico Social Studies Standards Implementation Plan offers a suggested timeline for effective implementation, but these are not hard and fast deadlines. LEAs know and understand their needs and context best and should feel that this plan is flexible as we lead up to full classroom level implementation

Please note, as a living document, these timelines are subject to change.

in the fall of 2023. In addition, this plan assumes a general progression from one stage of implementation to the next. However, there is also likely repetition (overlap) between phases. The implementation plan should also be seen as a “living document” and will be updated as needed.

The stages addressed in the New Mexico Social Studies Standards Implementation Plan are:

- Exploration and Awareness
- Initial Implementation
- Scale Up
- Full Implementation

The roles outlined in the New Mexico Social Studies Standards Implementation Plan are:

- New Mexico Public Education Department (NMPED)
- LEAs
- School/Administrators/Teachers

Phase 1: Exploration and Awareness (February 2022- June 2022)

Stage	NMPED	LEAs: Suggested Actions	Schools/Teachers: Suggested Actions
Exploration	<ul style="list-style-type: none"> ● Create and disseminate a memo to announce adoption of standards and upcoming support. ● Hold “office hours” to support implementation questions districts/charters and schools might have. ● An educator committee will convene to develop the New Mexico Instructional Scope (NMIS), which is an educator influenced tool designed to provide guidance and support to assure that all students in New Mexico have access to content at their grade level combined with the use of impactful instructional strategies. ● Release of the Social Studies NMIS and initial professional development modules to signal the pre-implementation orientation and preparation phase. ● Call for vendors/publishers to submit core and supplemental 	<ul style="list-style-type: none"> ● Convey that administrators and teachers become familiar with the structure and content of NMSSS. ● Read the introduction to the NMSSS standards to understand the vision and structure of the new standards. ● Begin to identify support and assistance schools will need around social studies implementation. ● Convey social studies standards implementation information from NMPED to schools. 	<ul style="list-style-type: none"> ● Maintain instructional focus on previous standards, but ensure awareness about impending changes. ● Read the introduction to the NMSSS standards to understand the vision and structure of the new standards. ● Become familiar with grade specific structure of the NMSSS and the purpose of each component. ● Keep teachers informed using information from District and NMPED.

Please note, as a living document, these timelines are subject to change.

	<p>Social Studies materials for review.</p> <ul style="list-style-type: none"> ● Provide introductory professional development sessions for administrators and elementary and secondary teachers. <ul style="list-style-type: none"> ○ Module 1: New Mexico Social Studies Standards 101 ○ Module 2: Instructional Shifts in the New Standards ○ Module 3: Culturally and Linguistically Responsive Teaching and Learning ○ Module 4: Best Practices in Social Studies ○ Module 5: Planning for and Making Sense of Inquiry ○ Module 6: Unpacking the Content and Skills in the Standards ● Suite of training begins for the statewide instructional material review/adoption reviewers. ● Instructional Material Summer Review Institute ● Results of Instructional Material Summer Review Institute posted for LEAs to begin local review/adoption process. 		
--	--	--	--

Phase II: Initial Implementation (July 2022- December 2022)

Stage	NMPED	LEAs: Suggested Actions	Schools/Teachers: Suggested Actions
Initial Implementation	<ul style="list-style-type: none"> ● Hold “office hours” to support implementation questions districts/charters and schools might have. ● Disseminate new materials and tools to support implementation such as: <ul style="list-style-type: none"> ● A protocol to review student work ● A tool to analyze instruction based on the instructional shifts ● Resource evaluation criteria ● Sample units and lessons, etc. ● Provide professional development sessions, as needed, to support initial implementation. ● Gather input on implementation celebrations and needs from district/charter leaders. ● Use feedback to adjust implementation plan to better meet needs of districts/charters and schools. ● Highlight “pockets of promise” of NMSSS implementation. 	<ul style="list-style-type: none"> ● Determine who is primarily responsible for social studies implementation leadership at the school level and establish initial communication. ● Establish professional development expectations within the district/charter and provide guidance to principals for district/charter professional learning and/or to build school level professional learning. ● Based on school needs, determine and create a plan to support implementation of NMSSS. 	<ul style="list-style-type: none"> ● Begin to identify the content and skills outlined in the NMSSS. ● Practice using a new standard and share feedback with PLC teams, if applicable. ● Become familiar with resources and online PD modules and tools disseminated by NMPED. ● Analyze school progress towards standards implementation to collect data on implementation successes and challenges. ● Create a plan to address challenges of implementation. ● Share effective lessons/units/resources/strategies in PLCs (or other means).

Please note, as a living document, these timelines are subject to change.

	<ul style="list-style-type: none"> ● Release new tools to support in the selection of supplemental materials. ● Adopted core materials will be available at the six regional review centers for districts/charters to access. 		
--	---	--	--

Phase III: Scale Up (January 2023- July 2023)

Stage	NMPED	LEAs: Suggested Actions	Schools/Teachers: Suggested Actions
Scale Up	<ul style="list-style-type: none"> ● Hold “office hours” to support implementation questions districts/charters and schools might have. ● Release parent/family guides. ● Disseminate online professional development modules to support Scale Up. Example modules include: <ul style="list-style-type: none"> ● Advancing Inquiry in the Social Studies Classroom ● Collaborative Civic Spaces that Center Student Discourse ● Designing Meaningful Informed Action ● Measuring Student Growth 	<ul style="list-style-type: none"> ● Convene cross-school groups to identify new curricula/ resources/instructional tools based on school needs. ● Share social studies resource evaluation criteria to assist schools with the evaluation of resources, units and lessons. ● Continue to work with schools via their standards implementation plan. ● Keep teachers informed of upcoming professional development and resources from district/charter and state e.g., PD modules, new tools, etc. ● Continue to identify NMSSS implementation “bright spots” and share with NMPED. 	<ul style="list-style-type: none"> ● Identify strengths and gaps in standards implementation and develop action steps to Scale Up. ● Share progress of transition with district/charter leadership. ● Highlight “bright spots” of NMSSS implementation and share with district/charter to share with NMPED. ● Become familiar with new resources and online PD modules and tools disseminated by NMPED and districts/charters. ● Continue to engage in other Social Studies PD opportunities ● Work in PLCs, etc. to analyze student work to determine student learning and needs. ● Continue to identify opportunities for peer collaboration, specifically across subject

Please note, as a living document, these timelines are subject to change.

	<ul style="list-style-type: none"> • Continue to gather input on implementation celebrations and needs from district/charter leaders. • Continue to highlight “bright spots” of NMSSS implementation. • Use feedback to adjust implementation plan to better meet needs of districts/charter and schools. 		<p>areas and grade levels, for implementation of standards.</p> <ul style="list-style-type: none"> • Share effective lessons/units/resources/strategies in PLCs (or other means.) • Use the social studies resource evaluation criteria to assess units, lessons and new materials as necessary. • Modify lessons, units, and instructional resources to more completely align with NMSSS. • Start to develop classroom social studies formative assessments aligned to new standards. • Continue to engage with social studies professional development opportunities. • Continue to convene groups to discuss NMSSS inquiry at each grade and the implications for instruction. • Continue to map standards to current curriculum, identify connections to current lessons/units and identify gaps. • Continue to analyze school progress towards standards implementation to collect data on implementation successes and challenges. • Update plan to address challenges of implementation.
--	--	--	--

Please note, as a living document, these timelines are subject to change.

Phase IV: Full Implementation (2023-2024 School Year)

Stage	NMPED	LEAs: Suggested Actions	Schools/Teachers: Suggested Actions
Full Implementation	<ul style="list-style-type: none"> ● Hold “office hours” to support implementation questions districts/charters and schools might have. ● Use feedback to adjust implementation plan to better meet needs of districts/charters and schools.and innovation configuration map. ● Continue to highlight “bright spots” of NMSSS implementation. ● Provide professional development sessions to support full implementation. ● Continue to create online modules and supports for standards implementation. ● Continue to identify sources of relevant professional development opportunities. ● Disseminate online professional development modules to support standards implementation with topics such as: <ul style="list-style-type: none"> ○ Measuring Student Growth ○ Scaffolding Inquiry 	<ul style="list-style-type: none"> ● Convene cross-school groups to identify new curricula/ resources/instructional tools based on school needs. ● Continue to work with schools via their standards implementation plan. ● Continue to disseminate and share resources from NMPED. ● Continue to identify NMSSS implementation “bright spots” and share with NMPED. ● Continue to identify additional professional development needs at the elementary, middle, and high school levels and work with the stakeholder groups to identify sources of relevant professional development opportunities. ● Identify and support examples of exemplary social studies instruction and assessment. Encourage these teachers to serve as model teachers for the district/charter. 	<ul style="list-style-type: none"> ● Identify strengths and gaps in standards implementation and develop action steps to full implementation. ● Continue to review student work to better understand student progress towards the standards. ● Continue to become familiar with new resources and online professional development modules and tools disseminated by NMPED. ● Continue to engage in other Social Studies professional development opportunities. ● Regularly use the social studies resource evaluation criteria to evaluate units, lessons and instructional resources. ● Continue to modify lessons, units, and instructional resources to more completely align with NMSSS. ● Continue to share effective lessons, units, resources, strategies in PLCs (or other means.) ● Continue to develop classroom social studies assessments aligned to new standards. ● Continue to identify opportunities for peer collaboration, specifically across subject areas and grade levels, for implementation of standards.

Please note, as a living document, these timelines are subject to change.

	<ul style="list-style-type: none"> ○ Unit Planning Using the Standards ○ Assessing the Quality of Units ○ Models for Civic Engagement ○ Using Data to Inform Practice ○ Standards-based Assessment in Social Studies 		<ul style="list-style-type: none"> ● Continue to analyze school progress towards standards implementation to collect data on implementation successes and challenges. ● Update plan to address challenges of implementation.
--	---	--	--

Please note, as a living document, these timelines are subject to change.