

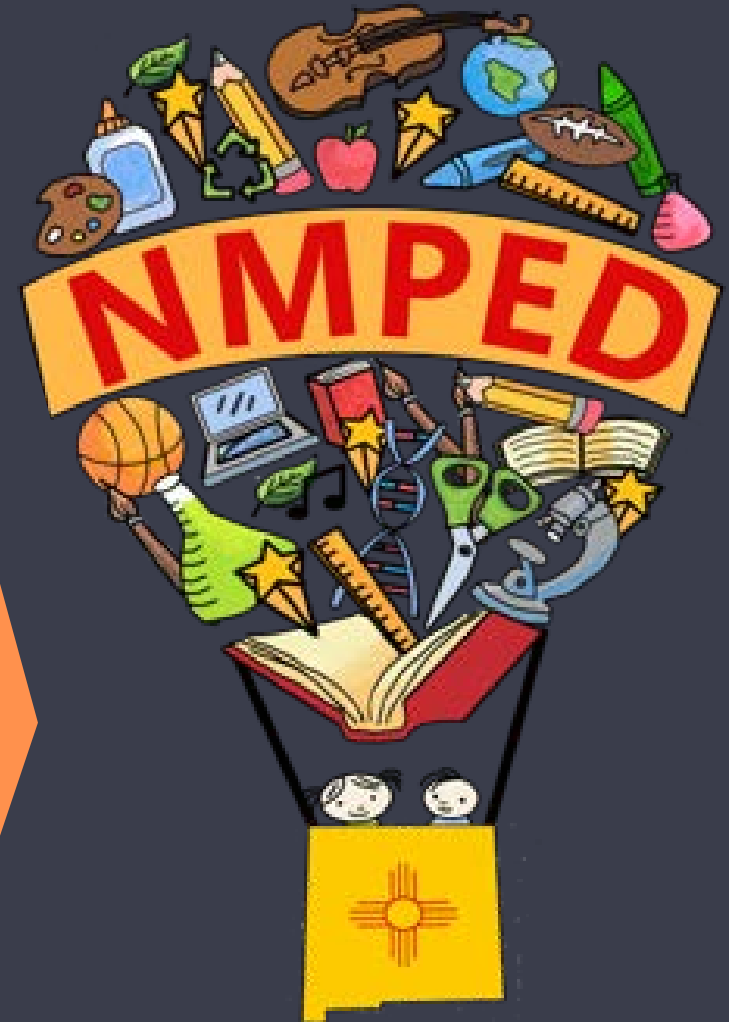
# Redeveloping the New Mexico K-12 Social Studies Standards

Presentation to the  
Legislative Education Study Committee  
Chairman Bill Soules

Deputy Secretary Gwen Perea Warniment, PhD

Director Jacqueline Costales

*Investing for tomorrow, delivering today.*



# Presentation Overview

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1. Background
2. Standards Development Process
3. New Draft Standards

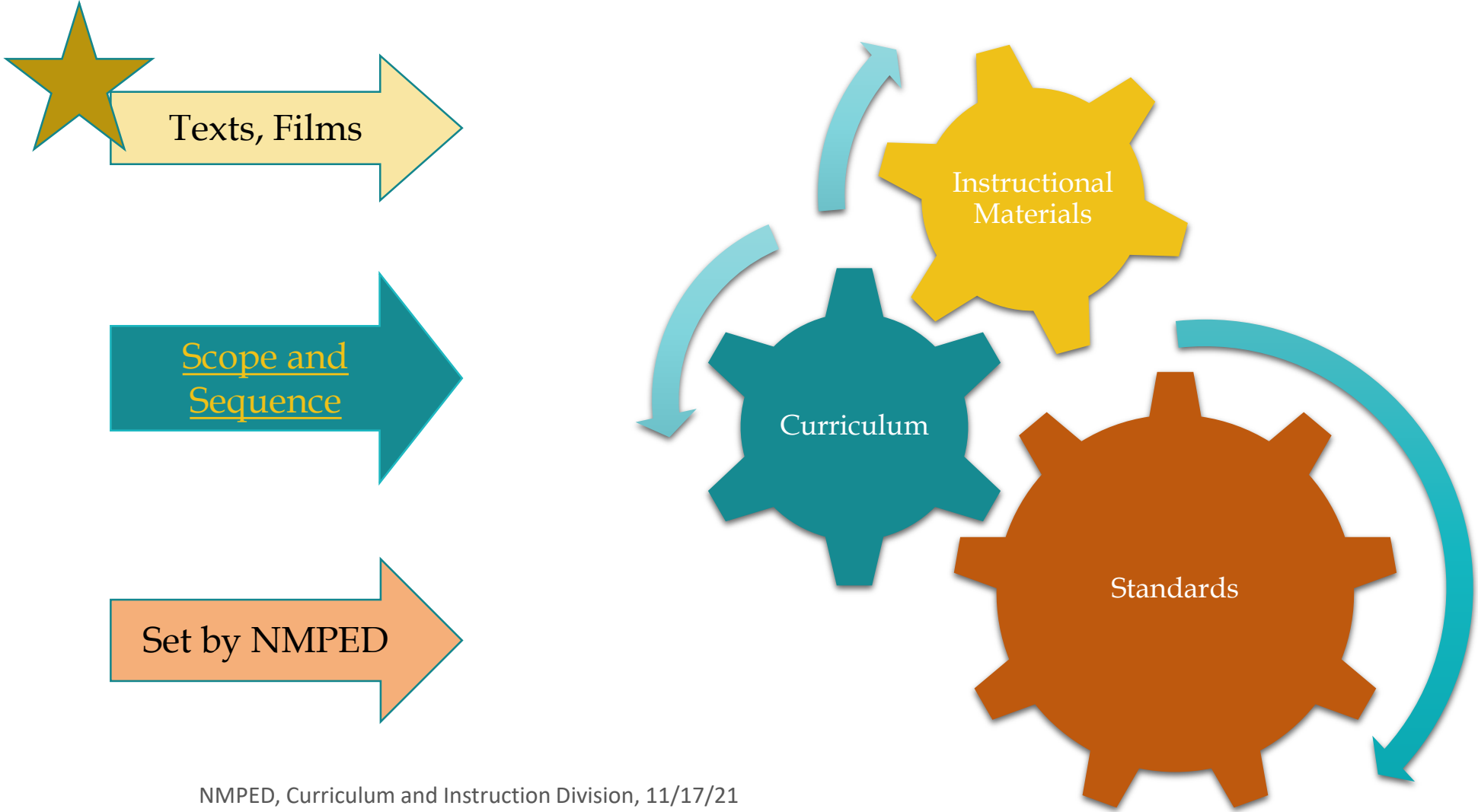
*Note: All content and examples are based on proposed rule, prior to its final approval.*



## **Background**

History of Academic Decision Making –  
Shared Responsibilities

# Understanding Academic Layers



**Sections 22-2-2 &  
22-2-8  
NMSA 1978**

# Standards By Recent Update

## Standards Redevelopment Cycles

- NM STEM Ready Science 6.29.10 2018
- NM Common Core ELA 6.29.13 2009
- NM Common Core Math 6.29.14 2009
- NM Social Studies 6.29.11 2000/2009

## Goal For the Redevelopment of the Social Studies Standards:

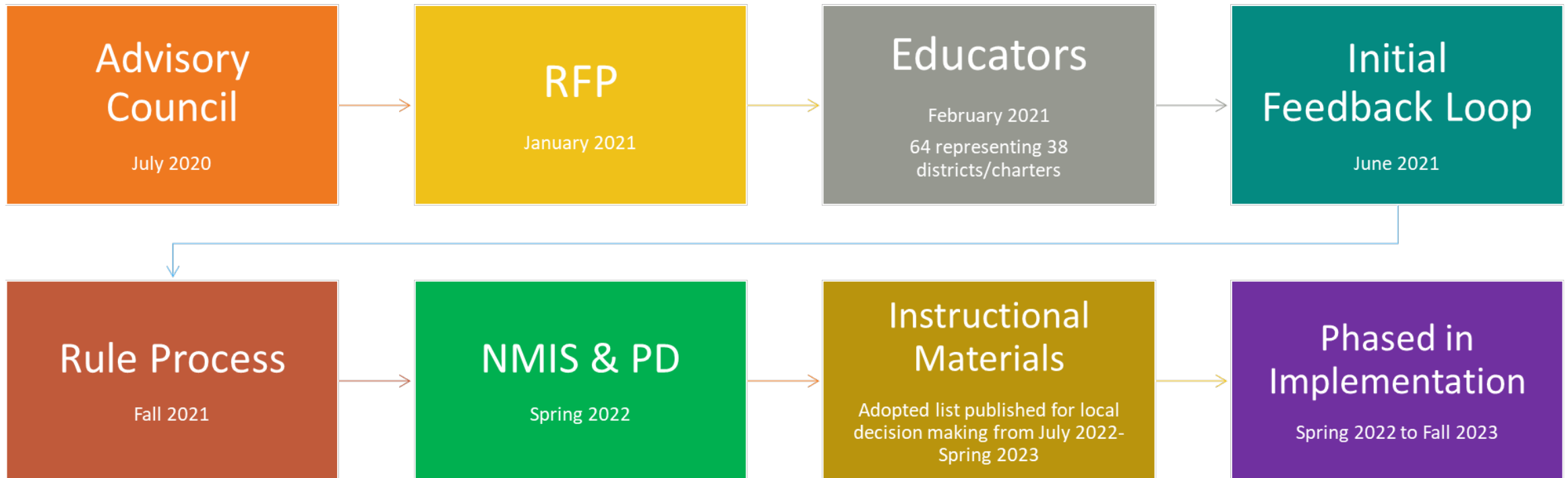
To collaboratively redevelop the NMPED Social Studies Standards using current evidence-based practices, research and data to create a culturally responsive set of Social Studies Standards that focus on the knowledge, skills and dispositions critical to ensure all students in New Mexico are college, career, and civic ready.

# Standards Development Process

Rule-making



# Timeline



# Communication and Collaboration with Tribes and Sovereign Nations

- Advisory Council
- Focus Groups
- Government to Government Presentation
- Indigenous Curriculum and the Instructional Scope





# SOCIAL STUDIES

Home / Offices and Programs / Literacy and Humanities / Social Studies

## GOAL FOR THE WORK

To collaboratively redevelop the NMPED Social Studies Standards using current evidence-based practices, research and data to create a culturally responsive set of Social Studies Standards that focus on the knowledge, skills and dispositions critical to ensure ALL students in New Mexico are college, career, and civic ready.

The current **social studies standards in New Mexico** were last revised in 2009 (Primary and Secondary Education Standards for Excellence in Social Studies, 2009). While the current standards have numerous strengths and cover a wide range of topics, they do not address the increasingly diverse perspectives and histories of the peoples of New Mexico.

The proposed standards posted here have not gone through the NMAC rule development process which will occur throughout the Fall semester of the 21-22 school year. For more information on that process please see the section below titled “Standards Review and Revision Process.”

**The proposed standards, when finalized, will be implemented starting with the first semester of the 2023/24 school year, allowing time for professional development prior to implementation. Please see the Re-Development & Implementation Calendar below for more information.**

PROPOSED (DRAFT) STANDARDS

PED IS ACCEPTING PUBLIC COMMENTS ON THE PROPOSED STANDARDS

PROPOSED RULE FOR SOCIAL STUDIES STANDARDS

NOTICE OF CHANGES TO RULE HEARING

<https://webnew.ped.state.nm.us/bureaus/literacy-humanities/social-studies/>

# Rule Process

1. Published Draft Rule ~ September 28
2. 30 Days for Written Feedback ~ 46 Days
3. Public Hearing ~ November 12
4. Review and Consider Formal Feedback
5. Adopt Rule

# Next Steps

- Review of Feedback and Revision of the Rule
- Adoption of the Rule
- Creation of Professional Development Suite of Supports
- Development of the New Mexico Instructional Scope for Social Studies
- Instructional Material Review
- Local curriculum-mapping and adoption processes
- SEG funds for adoption of CORE and supplemental materials

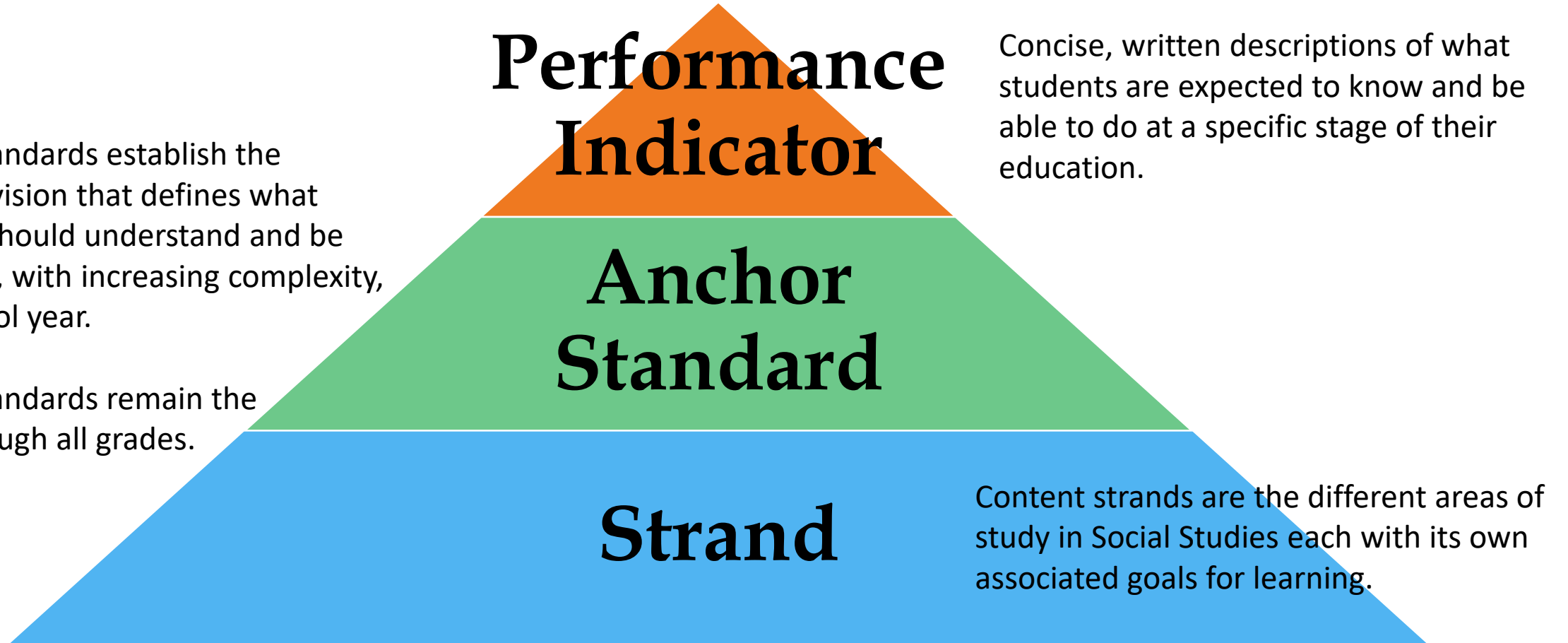
# New Draft Standards



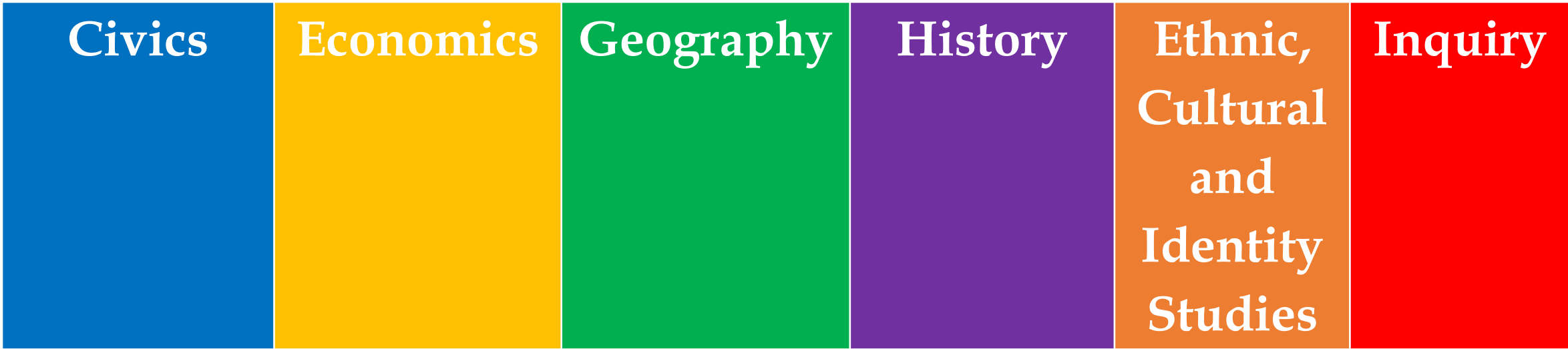
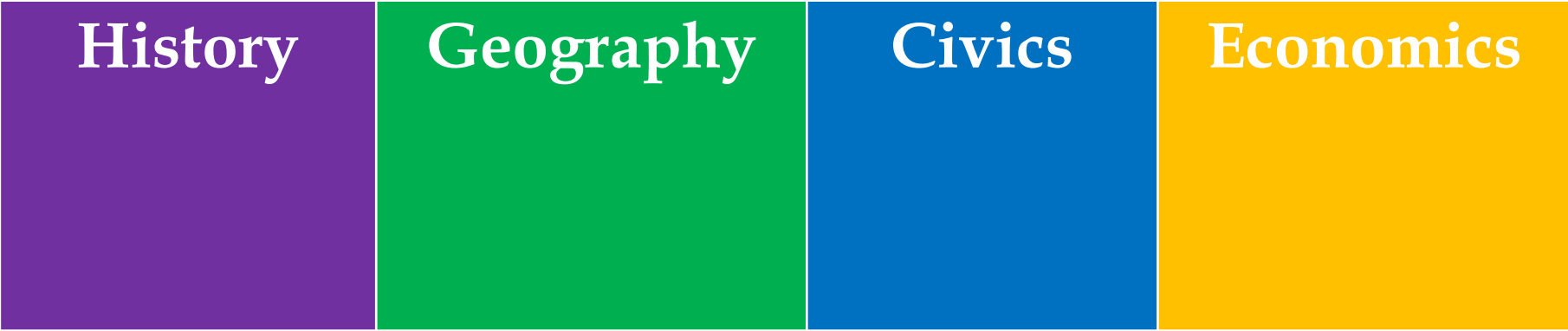
# What is a standards and how do we use it?

- Different by grade level
- Developmentally appropriate
- Vertical cohesion
- Linked to assessment
- Broad enough for locally-determined curriculum and lesson planning

# Architecture of the Standards



# Current and Future Strands





# Anchor Standards

ANCHOR STANDARDS					
Civics	Economics	Geography	History	Ethnic, Cultural and Identity Studies	Inquiry
<b>Anchor Standard 1</b> Civic and Political Institutions	<b>Anchor Standard 5</b> Economic Decision Making	<b>Anchor Standard 10</b>  Geographic Representations and Reasoning	<b>Anchor Standard 14</b>  Historical Change, Continuity, Context and Reconciliation	<b>Anchor Standard 19</b>  Diversity and Identity	<b>Anchor Standard 22</b> Construct Compelling and Supporting Questions
<b>Anchor Standard 2</b> Processes, Rules and Laws	<b>Anchor Standard 6</b> Incentives and Choices	<b>Anchor Standard 11</b> Location, Place and Region	<b>Anchor Standard 15</b> Cause and Consequence	<b>Anchor Standard 20</b> Identity in History	<b>Anchor Standard 23</b> Gather and Evaluate Sources
<b>Anchor Standard 3</b> Civic Dispositions and Democratic Principles	<b>Anchor Standard 7</b> Economic Systems and Models	<b>Anchor Standard 12</b> Movement, Population and Systems	<b>Anchor Standard 16</b> Historical Thinking	<b>Anchor Standard 21</b> Community Equity Building	<b>Anchor Standard 24</b> Develop Claims
<b>Anchor Standard 4</b> Roles and Responsibilities of a Civic Life	<b>Anchor Standard 8</b> Money and Markets	<b>Anchor Standard 13</b>  Human-Environmental Interactions and Sustainability	<b>Anchor Standard 17</b>  Critical Consciousness and Perspectives		<b>Anchor Standard 25</b> Communicate and Critique Conclusions
	<b>Anchor Standard 9</b> Global Economy		<b>Anchor Standard 18</b>  Power Dynamics, Leadership and Agency		<b>Anchor Standard 26</b> Take Informed Action

# Implementation: College, Career and Civic Ready

- Local Context – Assets based
  - Student centered
  - Community centered
  - Collaborative planning
- Professional Development
- Materials and Curriculum Development
- Developmentally Appropriate



# From Standards to Curriculum

## Themes

- A cluster of standards around a large idea in a course. Themes help to organize the entire course into smaller chunks. There can be anywhere from 3-12 themes in a grade or course.

## Essential Questions

- EQs are open-ended questions that focus on big ideas. These questions are enduring and centered on unresolved issues. EQs have no exact answer and can only be argued with evidence. There are two sample EQs in each theme. Teachers may consider these questions as they design their units of study.

## Sample content and concepts

- These serve as a starting point for relevant ideas, principles, concepts, and content that teachers may consider when deciding on the particular focus of study for each content standard.

# Elementary Themes

## Kindergarten

- Theme 1: Roles and Responsibilities
- Theme 2: Myself and My Community
- Theme 3: Needs and Wants
- Theme 4: Spaces and Places
- Theme 5: Social identity

## First Grade

- Theme 1: Living, Learning and Working Together
- Theme 2: Cultures Within Our Communities
- Theme 3: Making Choices
- Theme 4: Interactions with Our Physical Environment
- Theme 5: Multiple Identities

## Second Grade

- Theme 1: We the People
- Theme 2: Looking in Our Past
- Theme 3: What We Make and Use
- Theme 4: Cultures and Environment
- Theme 5: Multi-Identity Interactions

## Third Grade

- Theme 1: Citizenship
- Theme 2: Global Immigration and Migration
- Theme 3: Global Issues and Events
- Theme 4: Our Changing World
- Theme 5: Global Diversity and Identity

## Fourth Grade

- Theme 1: NM Government Past and Present
- Theme 2: Migration and Settlement in NM
- Theme 3: NM Trade and Industry
- Theme 4: Resources and Land Use in NM
- Theme 5: New Mexico Identity and Diversity

## Fifth Grade

- Theme 1: Development and Establishment of US Government
- Theme 2: Inequality and Justice in the US
- Theme 3: Human Rights and Economic Development
- Theme 4: Human Impact on Environment
- Theme 5: Identity in Multiple Spaces

# Middle School Themes

## Sixth Grade

- Theme 1: Introduction to Geography and Historical Thinking
- Theme 2: The Environment and Early Civilizations: Human Beginnings and Ancestral Cultures
- Theme 3: Classical Eastern and Western Civilizations
- Theme 4: Post-Classical Societies
- Theme 5: Post-Classical Trade Networks
- Theme 6: Encounters and Exchanges: 600 CE-1300 CE

## Seventh Grade

- Theme 1: The Land, People & Resources of New Mexico
- Theme 2: The Earliest New Mexicans (~12,000 BCE - ~1200 BCE)
- Theme 3: The Emergence of Pueblos and Tribes (~1200 BCE - ~1500 CE)
- Theme 4: The Spaniards Enter the Americas (~1490s CE - 1590s CE)
- Theme 5: The Spanish Colonial Period (~1500s CE - 1821 CE)
- Theme 6: The Mexican Period (1821 CE - 1850 CE)
- Theme 7: American Western Expansion (1848 CE - 1869 CE)
- Theme 8: Early American Territorial Period (1850 CE - 1880s CE)

## Eighth Grade

- Theme 1: Geography & Indigenous Peoples of North America
- Theme 2: Age of Exploration and Exploitation (c. 1400 C.E.- 1500 C.E.)
- Theme 3: Colonization (c. 1490 C.E. - 1750 C.E.)
- Theme 4: Causes, Events and Impact of the American Revolution (c. 1763 C.E. - 1787 C.E.)
- Theme 5: Constitution & Foundation of the Republic (1787 C.E. - 1815 C.E.)
- Theme 6: Expansion and Displacement (c. 1815 C.E. - 1850 C.E.)
- Theme 7: Sectionalism (c. 1830 C.E. - 1860 C.E.)
- Theme 8: The Civil War (1860 C.E. - 1865 C.E.)
- Theme 9: Reconstruction (1865 C.E. - c. 1877 C.E.)
- Theme 10: Immigration and Industrialization (c. 1880 C.E. - 1920 C.E.)

# High School Themes

## HS New Mexico History

- Theme 1: Treaty of Guadalupe Hidalgo
- Theme 2: New Mexico's Territorial Period
- Theme 3: Statehood and Functions of State/Tribal Governments
- Theme 4: 1900s - 1940s, (WWI, WWII and Between the Wars)
- Theme 5: New Mexico and the Cold War
- Theme 6: Civil Rights
- Theme 7: Economics and Industries of New Mexico
- Theme 8: Resource Management and Mineral Resources in New Mexico

## HS U.S. History

- Theme 1: U.S. Origins and Origin Stories
- Theme 2: Early America: The American Revolution and Constitution
- Theme 3: Westward Expansion, 1787-1876
- Theme 4: Civil War, 1861-1865
- Theme 4: Reconstruction, 1865-1877
- Theme 5: Rebuilding the United States: Industry and Immigration, 1865-1920
- Theme 6: Imperialism, 1890-1920
- Theme 7: Progressivism and World War I
- Theme 8: Conflicts and Transitions, 1920-1929
- Theme 9: Great Depression and the New Deal, 1929-1941
- Theme 10: World War II
- Theme 11: The Cold War: 1945-1975
- Theme 12: Civil Rights and Peoples Power Movements
- Theme 13: Rise of Conservatism, 1968-2008
- Theme 14: U.S. in a Global Age, 2008-Present

# Progression Across Elementary, Middle, & High

## Anchor Standard 13 *Geography. Human-Environmental Interactions and Sustainability*

- Grade 5 – Theme 4: Human Impact on the Environment
  - Examine how the physical environment influences human population distribution, land use.
- Grade 7 – Theme 3: The Emergence of Pueblos and Tribes (~1200 BCE - ~1500 CE)
  - Analyze land use patterns of Ancestral Pueblo, Mogollon, and Athabaskan peoples.
- High School NM History – Theme 7: Economics and Industries of New Mexico
  - Analyze how New Mexicans maintain an agricultural industry being that we are one of the driest states in the country



# Progression Across Elementary, Middle, & High

## Anchor Standard 3 *Civics. Dispositions and Demographic Principles*

- Grade 5 – Theme 1: Development and Establishment of the US Government
  - Explain how the principles of the Declaration of Independence became unifying ideas of the American Democracy
- Grade 7 – Theme 3: The Emergence of Pueblos and Tribes (~1200 BCE - ~1500 CE)
  - Describe the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities
- High School NM History – Theme 3: Statehood and Functions of State/Tribal Governments
  - Define sovereignty, and distinguish ways in which the different Native American tribes in New Mexico conduct governmental affairs



*Questions?*

*Thank you!*

