

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 - N, 6-30-2009]

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 - N, 6-30-2009]

6.29.11.3 STATUTORY AUTHORITY:

A. Section 22-2-2 NMSA 1978 grants the authority and responsibility for the assessment and evaluation of public schools, state-supported educational institutions and educational programs conducted in state institutions other than New Mexico military institute.

B. Section 22-2-2 NMSA 1978 directs the department to set graduation expectations and hold schools accountable. Section 22-2C-3 NMSA 1978 requires the department to adopt academic content and performance standards and to measure the performance of public schools in New Mexico.
[6.29.11.3 NMAC - N, 6-30-2009]

6.29.11.4 DURATION: Permanent.
[6.29.11.4 NMAC - N, 6-30-2009]

6.29.11.5 EFFECTIVE DATE: June 30, 2009, unless a later date is cited at the end of a section.
[6.29.11.5 NMAC - N, 6-30-2009]

6.29.11.6 OBJECTIVE: New Mexico content standards with benchmarks and performance standards for social studies are mandated for students in grades K-12. The four strand content areas included in social studies are: (1) history, (2) geography, (3) civics and government, and (4) economics. (The New Mexico content standards with benchmarks for the social studies were adopted in March 1997 as part of 6 NMAC 3.2; the benchmarks and performance standards were revised in 2001.)
[6.29.11.6 NMAC - N, 6-30-2009]

6.29.11.7 DEFINITIONS: [Reserved.]

6.29.11.8 CONTENT STANDARDS WITH BENCHMARKS AND PERFORMANCE STANDARDS FOR SOCIAL STUDIES, Grades K-4:

A. Strand 1: History. Content standard 1: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs and turning points in New Mexico, United States and world history, in order to understand the complexity of the human experience. Students will:

(1) grades K-4 benchmark 1-A. New Mexico: describe how contemporary and historical people and events have influenced New Mexico communities and regions;

(a) grade K performance standard: identify the customs, celebrations and holidays of various cultures in New Mexico;

(b) grade 1 performance standard: identify common attributes of people living in New Mexico today;

(c) grade 2 performance standard: describe how historical people, groups and events have influenced the local community;

(d) grade 3 performance standard: describe how the lives and contributions of people of New Mexico influenced local communities and regions;

(e) grade 4 performance standards:

(i) identify important issues, events and individuals from New Mexico's pre-history to the present;

(ii) describe the role of contemporary figures and how their contributions and perspectives are creating an impact in New Mexico;

(2) grades K-4 benchmark 1-B. United States: understand connections among historical events, people and symbols significant to United States history and cultures;

- (a) grade K performance standard: demonstrate an awareness of community leaders;
- (b) grade 1 performance standards:
 - (i) identify the significance of United States historical events and symbols (e.g., Martin Luther King, Jr. Day; Memorial Day; Independence Day; Labor Day; Veterans Day; United States flag; bald eagle);
 - (ii) identify and recognize major political and social figures in the United States;
- (c) grade 2 performance standard: describe the cultural diversity of individuals and groups and their contributions to United States history (e.g., George Washington, Ben Franklin, César Chávez, Rosa Parks, the national association for advancement of colored people, tribal leaders, American Indian movement);
- (d) grade 3 performance standard: describe local events and their connections to state history;
- (e) grade 4 performance standard: describe local events and their connections and relationships to national history;

(3) grades K-4 benchmark 1-C. World: identify and describe similar historical characteristics of the United States and its neighboring countries;

- (a) grade K performance standard: identify the local, state and national symbols (e.g., flag, bird, song);
- (b) grade 1 performance standard: identify and compare celebrations and events from the United States, Mexico and Canada;
- (c) grade 2 performance standard: describe and compare similarities of the history of peoples in North America through literature (e.g., storytelling, fables, folktales, fairy tales);
- (d) grade 3 performance standard: identify and compare components that create a community in the United States and its neighboring countries;
- (e) grade 4 performance standard: explain how historical events, people and culture influence present-day Canada, Mexico and the United States (e.g., food, art, shelter, language);

(4) grades K-4 benchmark 1-D. Skills: understand time passage and chronology;

- (a) grade K performance standard: understand the concept of past and present;
- (b) grade 1 performance standard: demonstrate the use of timelines in order to show events in relation to one another;
- (c) grade 2 performance standard: correctly sequence historical events;
- (d) grade 3 performance standard: interpret information from multiple resources and contexts to determine chronological relationships;
- (e) grade 4 performance standard: describe and explain how historians and archaeologists provide information about people in different time periods.

B. Strand 2: Geography - Content standard 2: Students understand how physical, natural and cultural processes influence where people live, the ways in which people live and how societies interact with one another and their environments. Students will:

(1) grades K-4 benchmark 2-A: understand the concept of location by using and constructing maps, globes and other geographic tools to identify and derive information about people, places and environments;

- (a) grade K performance standards:
 - (i) define relative location of items in the physical environment in terms of over, under, near, far, up and down;
 - (ii) define personal direction of front, back, left and right;
- (b) grade 1 performance standards:
 - (i) understand maps and globes as representations of places and phenomena;
 - (ii) identify and use the four cardinal directions to locate places in community, state and tribal districts;
 - (iii) create, use and describe simple maps to identify locations within familiar places (e.g., classroom, school, community, state);
- (c) grade 2 performance standards:
 - (i) use a variety of maps to locate specific places and regions;
 - (ii) identify major land forms, bodies of water and other places of significance in selected countries, continents and oceans;
- (d) grade 3 performance standard: identify and use the mapping tools of scale, compass rose, grid, symbols and mental mapping to locate and draw places on maps and globes;
- (e) grade 4 performance standards:

- (i) apply geographic tools of title, grid system, legends, symbols, scale and compass rose to construct and interpret maps;
 - (ii) translate geographic information into a variety of formats such as graphs, maps, diagrams and charts;
 - (iii) draw conclusions and make generalizations from geographic information and inquiry;
- (2) grades K-4 benchmark 2-B: distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions and patterns of change;
- (a) grade K performance standard: identify natural characteristics of places (e.g., climate, topography);
 - (b) grade 1 performance standards:
 - (i) identify and classify characteristics of places as human or natural;
 - (ii) identify how traditional tribal and local folklore attempt to explain weather, characteristics of places and human origins and relationships;
 - (c) grade 2 performance standards:
 - (i) describe how climate, natural resources and natural hazards affect activities and settlement patterns;
 - (ii) explain how people depend on the environment and its resources to satisfy their basic needs;
 - (d) grade 3 performance standards:
 - (i) describe how human and natural processes can sometimes work together to shape the appearance of places (e.g., post-fire reforestation);
 - (ii) explore examples of environmental and social changes in various regions;
 - (e) grade 4 performance standards:
 - (i) identify a region as an area with unifying characteristics (e.g., human, weather, agriculture, industry, natural characteristics);
 - (ii) describe the regions of New Mexico, the United States and the western hemisphere;
 - (iii) identify ways in which different individuals and groups of people view and relate to places and regions;
- (3) grades K-4 benchmark 2-C: be familiar with aspects of human behavior and man-made and natural environments, in order to recognize their impact on the past and present;
- (a) grade K performance standards:
 - (i) identify family customs and traditions and explain their importance;
 - (ii) describe the natural characteristics of places (e.g., land forms, bodies of water, natural resources and weather);
 - (b) grade 1 performance standards:
 - (i) identify examples of and uses for natural resources in the community, state and nation;
 - (ii) describe the human characteristics of places, such as housing types and professions;
 - (c) grade 2 performance standard: identify ways in which people depend on natural and man-made environments, including natural resources to meet basic needs;
 - (d) grade 3 performance standards:
 - (i) identify personal behaviors that can affect community planning;
 - (ii) identify ways in which people have modified their environments (e.g., building roads, clearing land for development, mining and constructing towns and cities);
 - (iii) describe the consequences of human modification of the natural environment (e.g., use of irrigation to improve crop yields, highways);
 - (e) grade 4 performance standards:
 - (i) explain how geographic factors have influenced people, including settlement patterns and population distribution in New Mexico, past and present;
 - (ii) describe how environments, both natural and man-made, have influenced people and events over time and describe how places change;
 - (iii) understand how visual data (e.g., maps, graphs, diagrams, tables, charts) organize and present geographic information;
- (4) grades K-4 benchmark 2-D: understand how physical processes shape the earth's surface patterns and biosystems;

- (a) grade K performance standard: describe the earth's physical characteristics;
- (b) grade 1 performance standard: describe the earth-sun relationship and how it affects living conditions on earth;
- (c) grade 2 performance standards:
 - (i) describe the physical processes that affect the earth's features (e.g., weather, erosion);
 - (ii) identify characteristics of physical systems (e.g., water cycle);
- (d) grade 3 performance standards:
 - (i) identify the components of the earth's biosystems and their makeup (e.g., air, land, water, plants, and animals);
 - (ii) describe how physical processes shape features on the earth's surface;
- (e) grade 4 performance standards:
 - (i) explain how the earth-sun relationships produce day and night, seasons and major climatic variations and cause the need for time zones;
 - (ii) describe the four provinces (plains, mountains, plateau, and basin and range) that make up New Mexico's land surface (geographic conditions);
- (5) grades K-4 benchmark 2-E: describe how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict;
 - (a) grade K performance standard: identify classroom population;
 - (b) grade 1 performance standard: identify characteristics of culture (e.g., language, customs, religion, shelter);
 - (c) grade 2 performance standard: describe how characteristics of culture affect behaviors and lifestyles;
 - (d) grade 3 performance standards:
 - (i) describe how patterns of culture vary geographically;
 - (ii) describe how transportation and communication networks are used in daily life;
 - (iii) describe how cooperation and conflict affect neighborhoods and communities;
 - (e) grade 4 performance standards:
 - (i) describe how cultures change;
 - (ii) describe how geographic factors influence the location and distribution of economic activities;
 - (iii) describe types and patterns of settlements;
 - (iv) identify the causes of human migration;
 - (v) describe how and why people create boundaries and describe types of boundaries;
- (6) grades K-4 benchmark 2-F: describe how natural and man-made changes affect the meaning, use, distribution and value of resources;
 - (a) grade K performance standard: identify natural resources;
 - (b) grade 1 performance standards:
 - (i) describe the role of resources in daily life;
 - (ii) describe ways that humans depend upon, adapt to and affect the physical environment;
 - (c) grade 2 performance standard: describe ways that people and groups can conserve and replenish natural resources;
 - (d) grade 3 performance standard: identify the characteristics of renewable and nonrenewable resources;
 - (e) grade 4 performance standard: identify the distributions of natural and man-made resources in New Mexico, the southwest and the United States.

C. Strand 3: Civics and government. Content standard 3: Students understand the ideals, rights and responsibilities of citizenship and understand the content and history of the founding documents of the United States, with particular emphasis on the United States and New Mexico constitutions, and how governments function at local, state, tribal and national levels. Students will:

- (1) grades K-4 benchmark 3-A: know the fundamental purposes, concepts, structures and functions of local, state, tribal and national governments;
 - (a) grade K performance standard: identify authority figures and describe their roles (e.g., parents, teachers, principal, superintendent, police, public officials);
 - (b) grade 1 performance standards:

- breaking them;
 - (i) understand the purpose of rules, identify examples of rules and the consequences of communities);
 - (ii) describe different groups and rules that apply to them (e.g., families, classrooms, communities);
- (c) grade 2 performance standards:
 - (i) understand the purposes of government;
 - (ii) describe and compare class rules made by direct democracy (entire class votes on the rules) and by representative democracy (class elects a smaller group to make the rules);
- (d) grade 3 performance standards:
 - (i) explain the basic structure and functions of local governments;
 - (ii) describe and give examples of “public good;”
 - (iii) explain how New Mexico helps to form a nation with other states;
- (e) grade 4 performance standards:
 - (i) explain how the organization of New Mexico’s government changed during its early history;
 - (ii) compare how the state of New Mexico serves national interests and the interests of New Mexicans;
 - (iii) explain the difference between making laws, carrying out the laws and determining if the laws have been broken; and identify the government bodies that perform these functions at the local, state, tribal and national levels;
- (2) grades K-4 benchmark 3-B: identify and describe the symbols, icons, songs, traditions and leaders of local, state, tribal and national levels that exemplify ideals and provide continuity and a sense of community across time;
 - (a) grade K performance standards:
 - (i) recognize and name symbols and activities of the United States, New Mexico and tribes, to include: United States symbols (to include the flag, bald eagle, monuments), New Mexico symbols (to include the flag, Smokey Bear, state bird, chile), tribal symbols and activities (to include feast days, pottery, arts, storytelling);
 - (ii) recognize patriotic activities, including “The Pledge of Allegiance,” “The Star Spangled Banner,” salute to the New Mexico flag and New Mexico state songs;
 - (b) grade 1 performance standards:
 - (i) identify the president of the United States and the governor of New Mexico;
 - (ii) describe how local, state, tribal and national leaders exemplify the ideals of the communities they represent;
 - (c) grade 2 performance standard: identify local governing officials and explain how their roles reflect their community;
 - (d) grade 3 performance standard: explain how symbols, songs, icons and traditions combine to reflect various cultures over time;
 - (e) grade 4 performance standard: describe various cultures and the communities they represent and explain how they have evolved over time;
- (3) grades K-4 benchmark 3-C: become familiar with the basic purposes of government in New Mexico and the United States;
 - (a) grade K performance standard: describe and provide examples of fairness;
 - (b) grade 1 performance standard: describe different ways to determine a decision; e.g., majority rule, consensus, authoritarian (e.g., parent, teacher, principal);
 - (c) grade 2 performance standard: describe the concept of “public good” and identify local examples of systems that support the “public good;”
 - (d) grade 3 performance standards:
 - (i) describe how the majority protects the rights of the minority;
 - (ii) explain how rules/laws are made and compare different processes used by local, state, tribal and national governments to determine rules/laws;
 - (e) grade 4 performance standard: compare and contrast how the various governments have applied rules/laws, majority rule, “public good” and protections of the minority in different periods of New Mexico’s history;
- (4) grades K-4 benchmark 3-D: understand rights and responsibilities of “good citizenship” as members of a family, school and community;

- (a) grade K performance standards:
 - (i) describe what is meant by citizenship;
 - (ii) explain what is meant by “good citizenship,” to include: (e.g., taking turns and sharing, taking responsibility for own actions, assignments and personal belongings within the classroom, and respecting the property of others);
- (b) grade 1 performance standards:
 - (i) identify examples of honesty, courage, fairness, loyalty, patriotism and other character traits seen in American history;
 - (ii) explain and apply “good citizenship” traits within the school and community using the elements of fair play, good sportsmanship, the idea of treating others the way you want to be treated, and being trustworthy;
- (c) grade 2 performance standards:
 - (i) understand characteristics of “good citizenship” as exemplified by historic and ordinary people;
 - (ii) explain the responsibilities of being a member of various groups (e.g., family, school, community);
- (d) grade 3 performance standards:
 - (i) explain the significance of participation and cooperation in a classroom and community;
 - (ii) understand the impact of individual and group decisions on communities in a democratic society;
 - (iii) explain the significance and process of voting;
- (e) grade 4 performance standards:
 - (i) explain the difference between rights and responsibilities, why we have rules and laws, and the role of citizenship in promoting them;
 - (ii) examine issues of human rights.

D. Strand 4: Economics. Content standard 4: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities and governments. Students will:

- (1) grades K-4 benchmark 4-A: understand that individuals, households, businesses, governments and societies make decisions that affect the distribution of resources, and that these decisions are influenced by incentives (both economic and intrinsic);
 - (a) grade K performance standard: understand that basic human needs are met in many ways;
 - (b) grade 1 performance standards:
 - (i) understand how resources are limited and varied in meeting human needs;
 - (ii) define and differentiate between needs and wants;
 - (c) grade 2 performance standard: identify economic decisions made by individuals and households, and explain how resources are distributed;
 - (d) grade 3 performance standards:
 - (i) explain that people want more goods and services than is possible to produce;
 - (ii) define and categorize resources (e.g., human, financial, natural);
 - (iii) identify a variety of products that use similar resources;
 - (e) grade 4 performance standards:
 - (i) understand when choices are made that those choices impose “opportunity costs;”
 - (ii) describe different economic, public and community incentives (wages, business profits, amenities rights for property owners and renters);
 - (iii) illustrate how resources can be used in alternative ways and sometimes allocated to different users;
 - (iv) explain why there may be unequal distribution of resources (e.g., among people, communities, states, nations);
 - (v) understand and explain how conflict may arise between private and public incentives (e.g., new parks, parking structures);
- (2) grades K-4 benchmark 4-B: understand that economic systems impact the way individuals, households, businesses, governments and societies make decisions about goods and services;
 - (a) grade K performance standards:

natural process);

- (i) understand the concept of product (something produced by human, mechanical, or natural process);
- (ii) understand the importance of jobs;

(b) grade 1 performance standards:

- (i) understand the concept of goods and services;
- (ii) understand the condition of not being able to have all of the goods and services one wants;

- (iii) understand the value of work;

(c) grade 2 performance standards:

- (i) understand the roles of producers and consumers in the production of goods and services;
- (ii) explain the role of the worker in the local economy;

(d) grade 3 performance standards:

- (i) recognize that a market system exists whenever buyers and sellers exchange goods and services;
- (ii) understand how businesses operate in the United States' free-enterprise system;
- (iii) identify examples of economic systems;

(e) grade 4 performance standards:

- (i) understand how the characteristics and benefits of the free enterprise system in New Mexico compares to other economic systems in New Mexico (e.g., acequia systems);
- (ii) explain that the government raises money by taxing and borrowing to pay for the goods and services it provides;

(3) grades K-4 benchmark 4-C: understand the patterns and results of trade and exchange among individuals, households, businesses, governments and societies and their interdependent qualities;

- (a) grade K performance standard: describe trade (e.g., buying and selling, bartering, simple exchange);
- (b) grade 1 performance standard: define the simplest form of exchange (e.g., the barter system, being the direct trading of goods and services between people);
- (c) grade 2 performance standard: understand that money is the generally accepted medium of exchange in most societies, and that different countries use different currencies;
- (d) grade 3 performance standards:
 - (i) understand the purposes of spending and saving money;
 - (ii) identify currency, credit, debit and checks as the basic mediums of exchange in western society;
- (e) grade 4 performance standards:
 - (i) identify patterns of work and economic activity in New Mexico and their sustainability over time (e.g., farming, ranching, mining, retail, transportation, manufacturing, tourism, high tech);
 - (ii) explain how New Mexico, the United States and other parts of the world are economically interdependent;
 - (iii) explain that banks handle currency and other forms of money and serve as intermediaries between savers and borrowers;
 - (iv) explain that money can be used to express the "market value" of goods and services in the form of prices;
 - (v) use data to explain an economic pattern.

[6.29.11.8 NMAC - Rp, 6.30.2.16 NMAC, 6-30-2009]

6.29.11.9 CONTENT STANDARDS WITH BENCHMARKS AND PERFORMANCE STANDARDS FOR THE SOCIAL STUDIES, Grades 5-8:

A. Strand 1: History. Content standard 1: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs and turning points in New Mexico, United States and world history in order to understand the complexity of the human experience. Students will:

- (1) grades 5-8 benchmark 1-A. New Mexico: explore and explain how people and events have influenced the development of New Mexico up to the present day;
 - (a) grade 5 performance standards:
 - (i) describe changes of governance of New Mexico (e.g., indigenous, Spanish, Mexican, French, Texan, confederate, United States);

- (ii) explain the reasons for European exploration of the Americas;
- (b) grade 6 performance standard: describe the relationships among ancient civilizations of the world (e.g., scientific discoveries, architecture, politics, cultures and religious systems) and their connection to the early development of New Mexico;
- (c) grade 7 performance standards:
 - (i) compare and contrast the contributions of the civilizations of the western hemisphere (e.g., Aztecs, Mayas, Toltecs, mound builders) with the early civilizations of the eastern hemisphere (e.g., Sumerians, Babylonians, Hebrews, Egyptians) and their impact upon societies, to include: effect on world economies and trade; roles of people, class structures, language; religious traditions and forms of government; and cultural and scientific contributions (e.g., advances in astronomy, mathematics, agriculture, architecture, artistic and oral traditions, development of writing systems and calendars);
 - (ii) describe the characteristics of other indigenous peoples that had an effect upon New Mexico's development (e.g., pueblo farmers, great plains horse culture, nomadic bands, etc. - noting their development of tools, trading routes, adaptation to environments, social structure, domestication of plants and animals);
 - (iii) explain the significance of trails and trade routes within the region (e.g., Spanish trail, Camino Real, Santa Fe trail);
 - (iv) describe how important individuals, groups and events impacted the development of New Mexico from 16th century to the present (e.g., Don Juan de Oñate, Don Diego de Vargas, pueblo revolt, Popé, 1837 revolt, 1848 rebellion, treaty of Guadalupe Hildago, William Becknell and the Santa Fe trail, buffalo soldiers, Lincoln county war, Navajo long walk, Theodore Roosevelt and the rough riders, Robert Goddard, J. Robert Oppenheimer, Smokey Bear, Dennis Chavez, Manuel Lujan, Manhattan project, Harrison Schmitt, Albuquerque international balloon fiesta);
 - (v) explain how New Mexicans have adapted to their physical environments to meet their needs over time (e.g., living in the desert, control over water resources, pueblo structure, highway system, use of natural resources);
 - (vi) explain the impact of New Mexico on the development of the American west up to the present, to include: availability of land (e.g., individual, government, railroad, tribal, etc.); government land grants/treaties; transportation (e.g., wagons, railroads, automobile); identification and use of natural and human resources; population growth and economic patterns; and cultural interactions among indigenous and arriving populations and the resulting changes;
- (d) grade 8 performance standards:
 - (i) compare and contrast the settlement patterns of the American southwest with other regions of the United States;
 - (ii) analyze New Mexico's role and impact on the outcome of the civil war (e.g., strategic geographic location, significance of the battle of Glorieta Pass, trade routes to California, native allegiances);
 - (iii) explain the role New Mexico played in the United States participation in the Spanish American war;
- (2) grades 5-8 benchmark 1-B. United States: analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the civil war and reconstruction in United States history;
 - (a) grade 5 performance standards:
 - (i) explain the motivations for the European exploration of the Americas (e.g., Leif Ericson, Christopher Columbus, John Cabot, Hernán Cortez, Jacques Cartier, Henry Hudson);
 - (ii) describe and explain the reasons for colonization, to include: religious freedom, desire for land, economic opportunity, a new way of life, including the roles and views of key individuals who founded colonies (e.g., John Smith, William Penn, Lord Baltimore);
 - (iii) explain the significance of major historical documents (e.g., the Mayflower compact, the declaration of independence, the federalist papers, United States constitution, bill of rights, the Gettysburg address);
 - (iv) identify the interactions between American Indians and European settlers, including agriculture, cultural exchanges, alliances and conflicts (e.g., the first Thanksgiving, the pueblo revolt, French and Indian war);
 - (v) describe how the introduction of slavery into the Americas, and especially the United States, laid a foundation for conflict;

(vi) explain early representative government and identify democratic practices that emerged (e.g., Iroquois nation model, town meetings, assemblies);

(b) grade 6 performance standard: explain and describe the origins, obstacles and impact of the age of exploration, to include: improvements in technology (e.g., the clock, the sextant, work of Prince Henry the navigator), voyages of Columbus to the new world and the later searches for the northwest passage, introduction of disease and the resulting population decline (especially among indigenous peoples), exchanges of technology, ideas, agricultural products and practices;

(c) grade 7 performance standard: analyze United States political policies on expansion of the United States into the southwest (e.g., Mexican cession, Gadsden purchase, broken treaties, long walk of the Navajos);

(d) grade 8 performance standards:

(i) describe, evaluate and interpret the economic and political reasons for the American revolution, to include: attempts to regulate colonial trade through passage of Tea Act, Stamp Act and Intolerable Acts; colonists' reaction to British policy (e.g., boycotts, the sons of liberty, petitions, appeals to parliament); the ideas expressed in the declaration of independence, including the preamble;

(ii) describe the aspirations, ideals and events that served as the foundation for the creation of a new national government, to include: articles of confederation, the constitution and the success of each in implementing the ideals of the declaration of independence; major debates of the constitutional convention and their resolution (e.g., the federalist papers), contributions and roles of major individuals in the writing and ratification of the constitution (e.g., George Washington, James Madison, Alexander Hamilton, Thomas Jefferson, James Monroe, John Jay); struggles over ratification of the constitution and the creation of the bill of rights;

(iii) describe and explain the actions taken to build one nation from thirteen states, to include: precedents established by George Washington (e.g., cabinet, two-term presidency); Alexander Hamilton's financial plan (e.g., the national bank, payment of debts); creation of political parties (democratic republicans and the federalists);

(iv) describe the successes and failures of the reforms during the age of Jackson, to include: extension of franchise to all white men; Indian removal, the trail of tears, the long walk; abolition movement (e.g., Quakers, Harriet Tubman, underground railroad);

(v) describe, explain and analyze the aims and impact of western expansion and the settlement of the United States, to include: American belief in manifest destiny and how it led to the Mexican war and its consequences; comparison of African American and Native American slavery; westward migration of peoples (e.g., Oregon, California, Mormons and southwest); origins and early history of the women's movement;

(vi) explain how sectionalism led to the civil war, to include: different economies that developed in the north, south and west; addition of new states to the union and the balance of power in the United States senate (Missouri and 1850 compromises); extension of slavery into the territories (e.g., Dred Scott decision, Kansas-Nebraska Act, Frederick Douglass, John Brown); presidential election of 1860, Lincoln's victory and the south's secession;

(vii) explain the course and consequences of the civil war and how it divided people in the United States, to include: contributions and significance of key figures (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, William Tecumseh Sherman, Ulysses S. Grant); major turning points in the civil war, including Gettysburg; unique nature of the civil war (e.g., impact of Americans fighting Americans, high casualties caused by disease and type of warfare, widespread destruction of American property); role of African Americans; purpose and effect of the emancipation proclamation;

(viii) analyze the character and lasting consequences of reconstruction, to include: reconstruction plans; impact of Lincoln's assassination and the impeachment of Andrew Johnson; attempts to protect the rights and enhance the opportunities for freedmen by the 13th, 14th and 15th amendments to the United States constitution; post-civil war segregation policies and their resulting impact on racial issues in the United States;

(3) grades 5-8 benchmark 1-C. World: compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration;

(a) grade 5 performance standards:

(i) describe the characteristics of early societies, including the development of tools and adaptation to environments;

(ii) identify, describe and explain the political, religious, economic and social conditions in Europe that led to the era of colonization;

- (iii) identify the European countries that colonized the North American continent and their areas of settlement;
- (iv) describe the development of slavery as a widespread practice that limits human freedoms and potentials;
- (b) grade 6 performance standards:
 - (i) describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations, to include: significance of river valleys; early irrigation and its impact on agriculture; forms of government (e.g., the theocracies in Egypt, dynasties in China); effect on world economies and trade; key historical figures; religious traditions, cultural, and scientific contributions (e.g., writing systems, calendars, building of monuments such as the pyramids);
 - (ii) describe and analyze the geographic, political, economic, religious and social structures of early civilizations of India, to include: location and description of the river systems and other topographical features that supported the rise of this civilization; significance of the Aryan invasions; structure and function of the caste system; important aesthetic and intellectual traditions (e.g., Sanskrit literature, medicine, metallurgy, mathematics including Hindu-Arabic numerals and the number zero);
 - (iii) describe and analyze the geographic, political, economic, religious and social structures of the early civilizations in China, to include: location and description of the origins of Chinese civilization in the Huang-He valley, Shang dynasty, geographical features of China that made governance and movement of ideas and goods difficult and served to isolate the country; life of Confucius and the fundamental teachings of Confucianism and Taoism; rule by dynasties (e.g., Shang, Qin, Han, Tang, and Ming); historical influence of China on other parts of the world (e.g., tea, paper, wood-block printing, compass, gunpowder);
 - (iv) describe major religions of the world to include Hinduism, Buddhism, Judaism, Christianity and Islam (e.g., founding leaders, traditions, customs, beliefs);
 - (v) compare and contrast the geographic, political, economic, and social characteristics of the ancient Greek, ancient Roman, Ottoman, Indian, Arabic, African and middle eastern civilizations and their enduring impacts on later civilizations, to include: influence of Mediterranean geography on the development and expansion of the civilizations; development of concepts of government and citizenship (e.g., democracy, republic, codification of laws, Code of Hammurabi); scientific and cultural advancements (e.g., networks of roads, aqueducts, art, architecture, literature, theater, philosophy); contributions and roles of key figures (e.g., Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, Augustus);
 - (vi) compare and contrast the political and economic events and the social and geographic characteristics of medieval European life and their enduring impacts on later civilizations, to include: creation and expansion of the Byzantine empire; reasons for the fall of the Roman Empire; new forms of government, feudalism and the beginning of limited government with the Magna Carta; role of the roman catholic church and its monasteries; causes, course and effects of the Crusades; impact of the black plague; contributions and roles of key figures (e.g., Charlemagne, Joan of Arc, Marco Polo);
- (c) grade 7 performance standard: compare and contrast the influence of Spain on the western hemisphere from colonization to the present;
- (d) grade 8 performance standards:
 - (i) describe and explain the significance of the line of demarcation on the colonization of the new world;
 - (ii) compare and contrast the influence of European countries (e.g., England, France, Holland) on the development of colonies in the new world;
 - (iii) describe and explain the impact of the American revolution on France and the French revolution;
- (4) grades 5-8 benchmark 1-D. skills: research historical events and people from a variety of perspectives;
 - (a) grade 5 performance standards:
 - (i) differentiate between, locate and use primary and secondary sources (e.g., computer software, interviews, biographies, oral histories, print, visual material, artifacts) to acquire information;
 - (ii) use resources for historical information (e.g., libraries, museums, historical societies, courthouse, worldwide web, family records, elders);
 - (iii) gather, organize and interpret information using a variety of media and technology;
 - (iv) show the relationship between social contexts and events;
 - (v) use effective communication skills and strategies to share research findings;
 - (b) grade 6 performance standards:

(i) organize information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions;

(ii) identify different points of view about an issue or topic;

(iii) use a decision-making process to identify a situation that requires a solution; gather information, identify options, predict consequences and take action to implement that solution;

(c) grade 7 performance standards:

(i) analyze and evaluate information by developing and applying criteria for selecting appropriate information and use it to answer critical questions;

(ii) demonstrate the ability to examine history from the perspectives of the participants;

(iii) use the problem-solving process to identify a problem; gather information, list and consider advantages and disadvantages, choose and implement a solution and evaluate the effectiveness of the solution using technology to present findings;

(d) grade 8 performance standard: demonstrate understanding and apply problem-solving skills for historical research, to include: use of primary and secondary sources; sequencing, posing questions to be answered by historical inquiry; collecting, interpreting and applying information; gathering and validating materials that present a variety of perspectives.

B. Strand 2: Geography. Content standard 2: Students understand how physical, natural and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments. Students will:

(1) grades 5-8 benchmark 2-A: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues;

(a) grade 5 performance standards:

(i) make and use different kinds of maps, globes, charts and databases;

(ii) demonstrate how different areas of the United States are organized and interconnected;

(iii) identify and locate each of the fifty states and capitols of the United States;

(iv) identify tribal territories within states;

(v) employ fundamental geographic vocabulary (e.g., latitude, longitude, interdependence, accessibility, connections);

(vi) demonstrate a relational understanding of time zones;

(vii) use spatial organization to communicate information;

(viii) identify and locate natural and man-made features of local, regional, state, national and international locales;

(b) grade 6 performance standards:

(i) identify the location of places using latitude and longitude;

(ii) draw complex and accurate maps from memory and interpret them to answer questions about the location of physical features;

(c) grade 7 performance standards:

(i) describe ways that mental maps reflect attitudes about places;

(ii) describe factors affecting location of human activities, including land-use patterns in urban, suburban and rural areas;

(d) grade 8 performance standards:

(i) describe patterns and processes of migration and diffusion;

(ii) provide a historic overview of patterns of population expansion into the west by the many diverse groups of people (e.g., Native Americans, European Americans and others) to include movement into the southwest along established settlement, trade and rail routes;

(2) grades 5-8 benchmark 2-B: explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change;

(a) grade 5 performance standards:

(i) describe human and natural characteristics of places;

(ii) describe similarities and differences among regions of the globe and their patterns of change;

(b) grade 6 performance standards:

(i) explain how places change due to human activity;

- (ii) explain how places and regions serve as cultural symbols and explore the influences and effects of regional symbols;
- (iii) identify a region by its formal, functional or perceived characteristics;
- (c) grade 7 performance standards:
 - (i) select and explore a region by its distinguishing characteristics;
 - (ii) describe the role of technology in shaping the characteristics of places;
 - (iii) explain how and why regions change, using global examples;
 - (iv) describe geographically-based pathways of inter-regional interaction (e.g., the Camino Real's role in establishing a major trade and communication route in the new world, the significance of waterways);
- (d) grade 8 performance standards:
 - (i) describe how individual and cultural characteristics affect perceptions of locales and regions;
 - (ii) describe political, population and economic regions that result from patterns of human activity, using New Mexico as an example;
- (3) grades 5-8 benchmark 2-C: understand how human behavior impacts man-made and natural environments, recognize past and present results and predict potential changes;
 - (a) grade 5 performance standards:
 - (i) describe how man-made and natural environments have influenced conditions in the past;
 - (ii) identify and define geographic issues and problems from accounts of current events;
 - (b) grade 6 performance standard: compare and contrast the influences of man-made and natural environments upon ancient civilizations;
 - (c) grade 7 performance standards:
 - (i) explain how differing perceptions of places, people and resources have affected events and conditions in the past;
 - (ii) interpret and analyze geographic information obtained from a variety of sources (e.g., maps, directly witnessed and surveillanced photographic and digital data, personal documents and interviews, symbolic representations - graphs, charts, diagrams, tables, etc.);
 - (iii) recognize geographic questions and explain how to plan and execute an inquiry to answer them;
 - (iv) explain a contemporary issue using geographic knowledge, tools and perspectives;
 - (d) grade 8 performance standard: explain and evaluate how changing perceptions of place and the natural environment have affected human behavior;
- (4) grades 5-8 benchmark 2-D: explain how physical processes shape the earth's surface patterns and biosystems;
 - (a) grade 5 performance standard: explain how the four provinces of New Mexico's land surface (plains, mountains, plateau, basin and range) support life;
 - (b) grade 6 performance standard: describe how physical processes shape the environmental patterns of air, land, water, plants and animals;
 - (c) grade 7 performance standards:
 - (i) explain how physical processes influence the formation and location of resources;
 - (ii) use data to interpret changing patterns of air, land, water, plants and animals;
 - (iii) explain how ecosystems influence settlements and societies;
 - (d) grade 8 performance standard: explain how human activities and physical processes influence change in ecosystems;
- (5) grades 5-8 benchmark 2-E: explain how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict;
 - (a) grade 5 performance standards: explain how physical features influenced the expansion of the United States;
 - (b) grade 6 performance standards:
 - (i) explain how human migration impacts places, societies and civilizations;
 - (ii) describe, locate and compare different settlement patterns throughout the world;
 - (iii) explain how cultures create a cultural landscape, locally and throughout the world, and how these landscapes change over time;
 - (c) grade 7 performance standards:

- (i) analyze New Mexico settlement patterns and their impact on current issues;
- (ii) describe and analyze how the study of geography is used to improve our quality of life, including urban and environmental planning;
- (iii) explain the accessibility to the New Mexico territory via the Santa Fe trail and the railroad, conflicts with indigenous peoples and the resulting development of New Mexico;
- (d) grade 8 performance standard: explain and describe how movement of people impacted and shaped western settlement;
- (6) grades 5-8 benchmark 2-F: understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution and relative importance of resources;
 - (a) grade 5 performance standard: understand how resources impact daily life;
 - (b) grade 6 performance standard: describe how human modifications to physical environments and use of resources in one place often lead to changes in other places;
 - (c) grade 7 performance standards:
 - (i) describe and evaluate the use and distribution of resources and their impact on countries throughout the world;
 - (ii) describe how environmental events (e.g., hurricanes, tornados, floods) affect human activities and resources;
 - (d) grade 8 performance standard: describe the differing viewpoints that individuals and groups have with respect to the use of resources.

C. Strand 3: Civics and government. Content standard 3: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States, with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal and national levels. Students will:

- (1) grades 5-8 Benchmark 3-A: demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national);
 - (a) grade 5 performance standards:
 - (i) explain how the three branches of national government function and explain how they are defined in the United States constitution;
 - (ii) identify the fundamental ideals and principles of our republican form of government (e.g., inalienable rights such as “life, liberty, and the pursuit of happiness,” the rule of law, justice, equality under the law);
 - (iii) identify and describe the significance of American symbols, landmarks and essential documents (e.g., declaration of independence; United States constitution; bill of rights; the federalist papers; Washington, D.C.; liberty bell; Gettysburg address; statue of liberty; government to government accords; treaty of Guadalupe Hildago; Gadsden purchase);
 - (iv) compare and contrast the basic government sovereignty of local, state, tribal and national governments;
 - (b) grade 6 performance standards:
 - (i) describe the concept of democracy as developed by the Greeks and compare the evolution of democracies throughout the world;
 - (ii) describe the concept of republic as developed by the Romans and compare to other republican governments;
 - (c) grade 7 performance standards:
 - (i) explain the structure and functions of New Mexico’s state government as expressed in the New Mexico constitution, to include: roles and methods of initiative, referendum and recall processes; function of multiple executive offices; election process (e.g., primaries and general elections); criminal justice system (e.g., juvenile justice);
 - (ii) explain the roles and relationships of different levels of the legislative process, to include: structure of New Mexico legislative districts (e.g., number of districts, students’ legislative districts, representatives and senators of the students’ districts); the structure of the New Mexico legislature and leaders of the legislature during the current session (e.g., bicameral, house of representatives and senate, speaker of the house of representatives, senate pro tem);
 - (iii) compare the structure and functions of the New Mexico legislature with that of the state’s tribal governments (e.g., pueblo Indian council; Navajo, Apache and Hopi nations).
 - (d) grade 8 performance standards:

(i) explain the structure and functions of the national government as expressed in the United States constitution, and explain the powers granted to the three branches of government and those reserved to the people, states and tribes, to include: the federal system (dividing sovereignty between the states and the federal government and their supporting bureaucracies); the sovereignty of Native American tribes in relation to state and federal governments (and government to government relationships); bill of rights, amendments to constitution; the primacy of individual liberty; constitution designed to secure our liberty by both empowering and limiting central government; struggles over the creation of the bill of rights and its ratification; separation of powers through the development of differing branches; John Marshall's role in judicial review, including *Marbury v. Madison*;

(ii) identify and describe a citizen's fundamental constitutional rights, to include: freedom of religion, expression, assembly and press; right to a fair trial; equal protection and due process;

(iii) describe the contributions of Native Americans in providing a model that was utilized in forming the United States government (Iroquois league);

(iv) explain and describe how water rights and energy issues cross state and national boundaries;

(2) grades 5-8 benchmark 3-B: explain the significance of symbols, icons, songs, traditions and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity;

(a) grade 5 performance standards:

(i) explain the significance and importance of American customs, symbols, landmarks and celebrations;

(ii) identify and summarize contributions of various racial, ethnic and religious groups to national identity;

(iii) describe selected ethnic and religious customs and celebrations that enhance local, state, tribal and national identities;

(b) grade 6 performance standard: describe the significance of leadership in democratic societies and provide examples of local, national and international leadership, to include: qualities of leadership; names and contributions of New Mexico leaders; names and contributions of national leaders;

(c) grade 7 performance standards:

(i) explain the concept of diversity and its significance within the political and social unity of New Mexico;

(ii) describe ways in which different groups maintain their cultural heritage;

(iii) explain how New Mexico's state legislature and other state legislatures identify symbols representative of a state;

(iv) identify official and unofficial public symbols of various cultures and describe how they are or are not exemplary of enduring elements of those cultures;

(d) grade 8 performance standards:

(i) explain how the development of symbols, songs, traditions and concepts of leadership reflect American beliefs and principles;

(ii) explain the importance of point of view and its relationship to freedom of speech and press;

(3) grades 5-8 benchmark 3-C: compare political philosophies and concepts of government that became the foundation for the American revolution and the United States government;

(a) grade 5 performance standards:

(i) describe the narrative of the people and events associated with the development of the United States constitution, and describe its significance to the foundation of the American republic, to include: colonists' and Native Americans' shared sense of individualism, independence and religious freedom that developed before the revolution; articles of confederation; purpose of the constitutional convention; natural rights expressed in the declaration of independence;

(ii) describe the contributions and roles of major individuals, including George Washington, James Madison and Benjamin Franklin;

(b) grade 6 performance standards:

(i) explain how Greek and Roman societies expanded and advanced the role of citizen;

(ii) identify historical origins of democratic forms of government (e.g., early civilizations, Native American governments);

(c) grade 7 performance standards:

(i) compare and contrast New Mexico's entry into the United States with that of the original thirteen colonies;

(ii) understand the structure and function of New Mexico government as created by the New Mexico constitution and how it supports local, tribal and federal governments;

(d) grade 8 performance standards:

(i) describe political philosophies and concepts of government that became the foundation for the American revolution and the United States government, to include: ideas of the nature of government and rights of the individuals expressed in the declaration of independence with its roots in English philosophers (e.g., John Locke); concept of limited government and the rule of law established in the Magna Carta and the English bill of rights; social covenant established in the Mayflower compact; characteristics of representative governments; anti-federalist and federalist arguments towards the new constitution, including those expressed in the federalist papers; concepts of federalism, democracy, bicameralism, separation of powers, and checks and balances;

(ii) explain the concept and practice of separation of powers among the U.S. congress, the president and the supreme court;

(iii) understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people;

(4) grades 5-8 benchmark 3-D: explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes and countries;

(a) grade 5 performance standard: explain the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law and to preserve the constitutions of local, state, tribal and federal governments;

(b) grade 6 performance standard: understand that the nature of citizenship varies among societies;

(c) grade 7 performance standards:

(i) explain the obligations and responsibilities of citizenship (e.g., the obligations of upholding the constitution, obeying the law, paying taxes, jury duty);

(ii) explain the roles of citizens in political decision-making (e.g., voting, petitioning public officials, analyzing issues);

(d) grade 8 performance standards:

(i) explain basic law-making processes and how the design of the United States constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., elections, political parties, interest groups);

(ii) understand the multiplicity and complexity of human rights issues.

D. Strand 4: Economics. Content standard 4: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities and governments. Students will:

(1) grades 5-8 benchmark 4-A: explain and describe how individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating;

(a) grade 5 performance standards:

(i) understand the impact of supply and demand on consumers and producers in a free-enterprise system;

(ii) understand the patterns of work and economic activities in New Mexico and the United States (e.g., farming, ranching, oil and gas production, high tech, manufacturing, medicine);

(iii) describe the aspects of trade;

(iv) explain how voluntary trade is not coercive;

(b) grade 6 performance standard: explain and predict how people respond to economic and intrinsic incentives;

(c) grade 7 performance standards:

(i) explain how economic and intrinsic incentives influence how individuals, households, businesses, governments and societies allocate and use their scarce resources;

(ii) explain why cooperation can yield higher benefits;

(d) grade 8 performance standards:

(i) explain and provide examples of economic goals;

(ii) analyze the full costs and benefits of alternative uses of resources that will lead to productive use of resources today and in the future;

- (iii) explain that tension between individuals, groups and countries is often based upon differential access to resources;
- (2) grades 5-8 benchmark 4-B: explain how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services;
 - (a) grade 5 performance standards:
 - (i) explain how all economic systems must consider the following: What will be produced? How will it be produced? For whom will it be produced?
 - (ii) identify the influence of bordering countries (Canada and Mexico) on United States commerce;
 - (b) grade 6 performance standards:
 - (i) describe the characteristics of traditional, command, market and mixed economic systems;
 - (ii) explain how different economic systems affect the allocation of resources;
 - (iii) understand the role that “factors of production” play in a society’s economy (e.g., natural resources, labor, capital, entrepreneurs);
 - (c) grade 7 performance standards:
 - (i) identify governmental activities that affect local, state, tribal and national economies;
 - (ii) analyze the impact of taxing and spending decisions upon individuals, organizations, businesses and various government entities;
 - (iii) explain the relationship of New Mexico with tribal governments regarding compact issues (e.g., taxes, gambling revenue, rights of way);
 - (d) grade 8 performance standards:
 - (i) describe the relationships among supply, demand and price and their roles in the United States market system;
 - (ii) identify how fundamental characteristics of the United States’ economic system influence economic decision making (e.g., private property, profits, competition) at local, state, tribal and national levels;
 - (iii) explain changing economic activities in the United States and New Mexico and the role of technology in those changes;
 - (iv) identify situations in which price and value diverge;
 - (v) describe the use of money over time (e.g., college funds beginning in elementary years, saving accounts, 401K accounts);
- (3) grade 5-8 benchmark 4-C: describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today’s world;
 - (a) grade 5 performance standards:
 - (i) explain basic economic patterns of early societies (e.g., hunter-gathers, early farming, trade);
 - (ii) explain the economic motivation of exploration and colonization by colonial powers;
 - (b) grade 6 performance standards:
 - (i) compare and contrast the trade patterns of early civilizations;
 - (ii) analyze the impact of the Neolithic agricultural revolution on mankind, and the impact of technological changes in the bronze age and the iron age;
 - (c) grade 7 performance standards:
 - (i) explain how specialization leads to interdependence and describe ways most Americans depend on people in other households, communities and nations for some of the goods they consume;
 - (ii) understand the interdependencies between the economies of New Mexico, the United States and the world;
 - (iii) understand the factors that currently limit New Mexico from becoming an urban state, including: the availability and allocation of water, and the extent to which New Mexico relies upon traditional economic forms (e.g., the acequia systems, localized agricultural markets);
 - (iv) describe the relationship between New Mexico, tribal and United States economic systems;
 - (v) compare and contrast New Mexico commerce with that of other states’ commerce;
 - (d) grade 8 performance standards:

- (i) understand why various sections of the early United States developed different patterns of economic activity, and explore why and to what extent those differences remain today;
 - (ii) understand how various economic forces resulted in the industrial revolution in the 19th century;
 - (iii) explain how economic interdependence between countries around the world can improve the standard of living;
 - (iv) explain the exchange rate as the price of a nation's currency;
 - (v) describe the role of technology in economic development, historically and in the contemporary world;
 - (vi) describe how "cost/benefits" are determined by individuals, groups, societies and nations in capitalist systems.
- [6.29.11.9 NMAC - Rp, 6.30.2.16 NMAC, 6-30-2009]

6.29.11.10 CONTENT STANDARDS WITH BENCHMARKS AND PERFORMANCE STANDARDS FOR THE SOCIAL STUDIES, Grades 9-12:

A. Strand 1: History. Content standard 1: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs and turning points in New Mexico, United States and world history, in order to understand the complexity of the human experience. Students will:

- (1) grades 9-12 benchmark 1-A. New Mexico: analyze how people and events of New Mexico have influenced United States and world history since statehood;
 - (a) compare and contrast the relationships over time of Native American tribes in New Mexico with other cultures;
 - (b) analyze the geographic, economic, social and political factors of New Mexico that impact United States and world history, to include: land grant and treaty issues unresolved to present day and continuing to impact relations between and among citizens at the state, tribal and federal government levels; role of water issues as they relate to development of industry, population growth, historical issues and current acequia systems/water organizations; urban development; role of the federal government (e.g., military bases, national laboratories, national parks, Indian reservations, transportation systems, water projects); unique role of New Mexico in the 21st century as a "minority majority" state;
 - (c) analyze the role and impact of New Mexico and New Mexicans in World War II (e.g., Navajo code talkers, New Mexico national guard, internment camps, Manhattan project, Bataan death march);
 - (d) analyze the impact of the arts, sciences and technology of New Mexico since World War II (e.g., artists, cultural artifacts, nuclear weapons, the arms race, technological advances, scientific developments, high-tech industries, federal laboratories);
 - (e) explain how New Mexico history represents a framework of knowledge and skills within which to understand the complexity of the human experience, to include: analyze perspectives that have shaped the structures of historical knowledge; describe ways historians study the past; explain connections made between the past and the present and their impact;
- (2) grades 9-12 benchmark 1-B. United States: analyze and evaluate the impact of major eras, events and individuals in United States history since the civil war and reconstruction;
 - (a) analyze the impact and changes that reconstruction had on the historical, political and social development of the United States;
 - (b) analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the industrial revolution, including: innovations in technology, evolution of marketing techniques, changes to the standard of living and the rise of consumer culture; rise of business leaders and their companies as major forces in America (e.g., John D. Rockefeller, Andrew Carnegie); development of monopolies and their impact on economic and political policies (e.g., laissez-faire economics, trusts, trust busting); growth of cities (e.g., influx of immigrants, rural-to-urban migrations, racial and ethnic conflicts that resulted); efforts of workers to improve working conditions (e.g., organizing labor unions, strikes, strike breakers); rise and effect of reform movements (e.g., Populists, William Jennings Bryan, Jane Addams, muckrakers); conservation of natural resources (e.g., the Grand Canyon, Yellowstone, Anasazi ruins at Mesa Verde, Colorado, National Reclamation Act of 1902); progressive reforms (e.g., the national income tax, direct election of senators, women's suffrage, prohibition);
 - (c) analyze the United States' expanding role in the world during the late 19th and 20th centuries, to include: causes for a change in foreign policy from isolationism to interventionism; causes and consequences of the Spanish American war; expanding influence in the western hemisphere (e.g., the Panama canal,

Roosevelt corollary added to the Monroe doctrine, the “big stick” policy, “dollar diplomacy”); events that led to the United States’ involvement in World War I; United States’ rationale for entry into World War I and impact on military process, public opinion and policy; United States’ mobilization in World War I (e.g., its impact on politics, economics and society); United States’ impact on the outcome of World War I; United States’ role in settling the peace (e.g., Woodrow Wilson, treaty of Versailles, league of nations, Senator Henry Cabot Lodge, Sr.);

(d) analyze the major political, economic and social developments that occurred between World War I and World War II, to include: social liberation and conservative reaction during the 1920s (e.g., flappers, prohibition, the Scopes trial, the red scare); causes of the great depression (e.g., over production, under consumption, credit structure); rise of youth culture in the “jazz age”; development of mass/popular culture (e.g., rise of radio, movies, professional sports, popular literature); human and natural crises of the great depression, (e.g., unemployment, food lines, the dust bowl, western migration of midwest farmers); changes in policies, role of government and issues that emerged from the new deal (e.g., the works programs, social security, challenges to the supreme court); role of changing demographics on traditional communities and social structures;

(e) analyze the role of the United States in World War II, to include: reasons the United States moved from a policy of isolationism to involvement after the bombing of Pearl Harbor; events on the home front to support the war effort (e.g., war bond drives, mobilization of the war industry, women and minorities in the work force); major turning points in the war (e.g., the battle of Midway, D-Day invasion, dropping of atomic bombs on Japan);

(f) analyze the development of voting and civil rights for all groups in the United States following reconstruction, to include: intent and impact of the 13th, 14th and 15th Amendments to the constitution; segregation as enforced by Jim Crow laws following reconstruction; key court cases (e.g., Plessy v. Ferguson, Brown v. Board of Education of Topeka, Roe v. Wade); roles and methods of civil rights advocates (e.g., Martin Luther King, Jr., Malcolm X, Rosa Parks, Russell Means, César Chávez); the passage and effect of the voting rights legislation on minorities (e.g., 19th amendment, role of Arizona supreme court decision on Native Americans, their disenfranchisement under Arizona constitution and subsequent changes made in other state constitutions regarding Native American voting rights - such as New Mexico, 1962, 1964 Civil Rights Act, Voting Act of 1965, 24th Amendment); impact and reaction to the efforts to pass the Equal Rights Amendment, rise of black power, brown power, American Indian movement, united farm workers;

(g) analyze the impact of World War II and the cold war on United States’ foreign and domestic policy, to include: origins, dynamics and consequences of the cold war tensions between the United States and the Soviet Union; new role of the United States as a world leader (e.g., Marshall plan, NATO); need for, establishment and support of the united nations; implementation of the foreign policy of containment, including the Truman doctrine; Red Scare (e.g., McCarthyism, House Un-American Activities Committee, nuclear weapons, arms race); external confrontations with communism (e.g., the Berlin blockade, Berlin wall, Bay of Pigs, Cuban missile crisis, Korea, Vietnam war); Sputnik and the space race; image of 1950s affluent society; political protests of Vietnam war); counterculture in the 1960s;

(h) analyze the impact of the post-cold war Era on United States’ foreign policy, to include: role of the United States in supporting democracy in eastern Europe following the collapse of the Berlin wall; new allegiances in defining the new world order; role of technology in the information age;

(i) explain how United States history represents a framework of knowledge and skills within which to understand the complexity of the human experience, to include: analyze perspectives that have shaped the structures of historical knowledge; describe ways historians study the past; explain connections made between the past and the present and their impact;

(3) grades 9-12 benchmark 1-C. World: analyze and interpret the major eras and important turning points in world history from the age of enlightenment to the present, to develop an understanding of the complexity of the human experience;

(a) describe and explain how the renaissance and reformation influenced education, art, religion and government in Europe, to include: development of renaissance artistic and literary traditions (e.g., Michelangelo, Leonardo da Vinci, Shakespeare); development of protestantism (e.g., Martin Luther, John Calvin); religious conflict and persecutions (e.g., Spanish inquisition);

(b) analyze and evaluate the actions of competing European nations for colonies around the world and the impact on indigenous populations;

(c) explain and analyze revolutions (e.g., democratic, scientific, technological, social) as they evolved throughout the enlightenment and their enduring effects on political, economic and cultural institutions, to include: Copernican view of the universe and Newton’s natural laws; tension and cooperation between religion and new scientific discoveries; impact of Galileo’s ideas and the introduction of the scientific method as a means of

understanding the universe; events and ideas that led to parliamentary government (English civil war, glorious revolution); enlightenment philosophies used to support events leading to American and French revolutions; Napoleonic era (e.g., codification of law); Latin America's wars of independence;

(d) analyze the pattern of historical change as evidenced by the industrial revolution, to include: conditions that promoted industrialization; how scientific and technological innovations brought about change; impact of population changes (e.g., population growth, rural-to-urban migrations, growth of industrial cities, emigration out of Europe); evolution of work/business and the role of labor (e.g., the demise of slavery, division of labor, union movement, impact of immigration); political and economic theories of capitalism and socialism (e.g., Adam Smith, Karl Marx); status and roles of women and minorities;

(e) analyze and evaluate the impact of 19th century imperialism from varied perspectives, to include: clash of cultures; British empire expands around the world; nationalism (e.g., competition and conflict between European nations for raw materials and markets, acquisition of colonies in Africa and Asia, impact on indigenous populations);

(f) describe and analyze the geographic, political, economic, religious and social structures of the civilizations of east Asia;

(g) analyze and evaluate the causes, events and effects of World War I, to include: rise of nationalism (e.g., unification of Germany, Otto Von Bismarck's leadership); rise of ethnic and ideological conflicts (e.g., the Balkans, Austria-Hungary, decline of the Ottoman empire); major turning points and the importance of geographic, military and political factors in decisions and outcomes; human costs of the mechanization of war (e.g., machine-gun, airplane, poison gas, submarine, trench warfare, tanks); effects of loss of human potential through devastation of populations and their successive generations; effects of the Russian revolution and the implementation of communist rule;

(h) analyze and evaluate the causes, events and impacts of World War II from various perspectives, to include: failures and successes of the treaty of Versailles and the league of nations; rise of totalitarianism (e.g., Nazi Germany's policies of European domination, holocaust); political, diplomatic and military leadership (e.g., Winston Churchill, Joseph Stalin, Franklin Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Francisco Franco); principal theaters of battle, major turning points and geographic factors in military decisions and outcomes (e.g., Pearl Harbor, "island-hopping," D-Day invasion, Stalingrad, atomic bombs dropped on Japan);

(i) analyze and evaluate international developments following World War II, the cold war and post-cold war, to include: war crime trials; creation of the state of Israel and resulting conflicts in the middle east; rebuilding of western Europe (e.g., Marshall Plan, NATO); Soviet control of eastern Europe (e.g., Warsaw pact, Hungarian revolt); creation and role of the united nations; Mao Zedong and the Chinese revolution (e.g., long march, Taiwan, cultural revolution); national security in the changing world order; technology's role in ending the cold war; fluidity of political alliances; new threats to peace; reasons for the collapse of the Soviet Union and the end of the cold war; use of technology in the information age;

(j) evaluate the ideologies and outcomes of independence movements in the emerging third world to include: French Indochina and the Vietnam war (e.g., the role of Ho Chi Minh); Mohandas Gandhi's non-violence movement for India's independence; apartheid in South Africa and evolution from white minority government (e.g., Nelson Mandela, Desmond Tutu); middle east conflicts (Israel, Palestine, Egypt);

(k) analyze historical and modern-day policies of the western hemisphere, with emphasis on Mexico and Canada, to include: expansion of democracy in western hemisphere; immigration and migration issues; changes in foreign policy brings spiraling impact on each nation and international relations, trade;

(l) explain how world history presents a framework of knowledge and skills within which to understand the complexity of the human experience, to include: analyze perspectives that have shaped the structures of historical knowledge; describe ways historians study the past; explain connections made between the past and the present and their impact;

(4) grades 9-12 benchmark 1-D. Skills: use critical thinking skills to understand and communicate perspectives of individuals, groups and societies from multiple contexts;

(a) understand how to use the skills of historical analysis to apply to current social, political, geographic and economic issues;

(b) apply chronological and spatial thinking to understand the importance of events;

(c) describe primary and secondary sources and their uses in research;

(d) explain how to use a variety of historical research methods and documents to interpret and understand social issues (e.g., the friction among societies, the diffusion of ideas);

- (e) distinguish “facts” from authors’ opinions and evaluate an author’s implicit and explicit philosophical assumptions, beliefs or biases about the subject;
- (f) interpret events and issues based upon the historical, economic, political, social and geographic context of the participants;
- (g) analyze the evolution of particular historical and contemporary perspectives;
- (h) explain how to use technological tools to research data, verify facts and information, and communicate findings.

B. Strand 2: Geography. Content standard 2: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live and how societies interact with one another and their environments. Students will:

- (1) grades 9-12 benchmark 2-A: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills, and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues;
 - (a) evaluate and select appropriate geographic representations to analyze and explain natural and man-made issues and problems;
 - (b) understand the vocabulary and concepts of spatial interaction, including an analysis of population distributions and settlement patterns;
- (2) grades 9-12 benchmark 2-B: analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships and patterns of change;
 - (a) analyze the interrelationships among natural and human processes that shape the geographic connections and characteristics of regions, including connections among economic development, urbanization, population growth and environmental change;
 - (b) analyze how the character and meaning of a place is related to its economic, social and cultural characteristics, and why diverse groups in society view places and regions differently;
 - (c) analyze and evaluate changes in regions and recognize the patterns and causes of those changes (e.g., mining, tourism);
 - (d) analyze and evaluate why places and regions are important to human identity (e.g., sacred tribal grounds, culturally unified neighborhoods);
- (3) grades 9-12 benchmark I2-C: analyze the impact of people, places and natural environments upon the past and present in terms of our ability to plan for the future;
 - (a) analyze the fundamental role that geography has played in human history (e.g., the Russian winter on the defeat of Napoleon’s army and the same effect in World War II);
 - (b) compare and contrast how different viewpoints influence policy regarding the use and management of natural resources;
 - (c) analyze the role that spatial relationships have played in effecting historic events;
 - (d) analyze the use of and effectiveness of technology in the study of geography;
- (4) grades 9-12 benchmark 2-D: analyze how physical processes shape the earth’s surface patterns and biosystems;
 - (a) analyze how the earth’s physical processes are dynamic and interactive;
 - (b) analyze the importance of ecosystems in understanding environments;
 - (c) explain and analyze how water is a scarce resource in New Mexico, both in quantity and quality;
 - (d) explain the dynamics of the four basic components of the earth’s physical systems (atmosphere, biosphere, lithosphere and hydrosphere);
- (5) grades 9-12 benchmark 2-E: analyze and evaluate how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict;
 - (a) analyze the factors influencing economic activities (e.g., mining, ranching, agriculture, tribal gaming, tourism, high tech) that have resulted in New Mexico’s population growth;
 - (b) analyze the effects of geographic factors on major events in United States and world history;
 - (c) analyze the interrelationships among settlement, migration, population-distribution patterns, land forms and climates in developing and developed countries;
 - (d) analyze how cooperation and conflict are involved in shaping the distribution of political, social and economic factors in New Mexico, United States and throughout the world (e.g., land grants, border issues, United States territories, Israel and the middle east, the former Soviet Union, and Sub-Saharan Africa);
 - (e) Analyze how cultures shape characteristics of a region;

(f) analyze how differing points of view and self-interest play a role in conflict over territory and resources (e.g., impact of culture, politics, strategic locations, resources);

(g) evaluate the effects of technology on the developments, changes to, and interactions of cultures;

(6) grades 9-12 benchmark 2-F: analyze and evaluate the effects of human and natural interactions in terms of changes in the meaning, use, distribution and importance of resources in order to predict our global capacity to support human activity;

(a) compare the ways man-made and natural processes modify the environment and how these modifications impact resource allocations;

(b) analyze how environmental changes bring about and impact resources;

(c) analyze the geographic factors that influence the major world patterns of economic activity, economic connections among different regions, changing alignments in world trade partners and the potential redistribution of resources based on changing patterns and alignments.

C. Strand 3: Civics and government. Content standard 3: Students demonstrate understanding of the ideals, rights and responsibilities of citizenship; demonstrate understanding of the content and history of the founding documents of the United States, with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels. Students will:

(1) grades 9-12 benchmark 3-A: compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents;

(a) analyze the structure, powers and role of the legislative branch of the United States government, to include: specific powers delegated in Article I of the constitution; checks and balances described in the federalist papers, Number 51; lawmaking process; role of leadership within congress; federalist and anti-federalist positions;

(b) analyze the structure, powers and role of the executive branch of the United States government, to include: specific powers delegated in Article II of the constitution; checks and balances; development of the cabinet and federal bureaucracy; roles and duties of the presidency, including those acquired over time such as “head of state” and “head of a political party;”

(c) examine the election of the president through the nomination process, national conventions and electoral college;

(d) analyze the structure, powers and role of the judicial branch of the United States government, including landmark United States supreme court decisions, to include: specific powers delegated by the Constitution in Article III and described in the federalist papers, Numbers 78-83; checks and balances; judicial review as developed in *Marbury v. Madison*; issues raised in *McCulloch v. Maryland*; dual court system of state and federal governments, including their organization and jurisdiction;

(e) analyze the rights, protections, limits and freedoms included within the United States constitution and bill of rights, to include: constitutional mandates such as the right of habeas corpus, no bill of attainder and the prohibition of the ex post facto laws; 1st Amendment guarantees freedom of religion, speech, press, assembly, and petition; 4th, 5th and 6th Amendments address search and seizure, rights of the accused, right to a fair and speedy trial, and other legal protections; 14th Amendment protection of due process and equal protection under the law; conflicts which occur between rights, including tensions between the right to a fair trial and freedom of the press and between majority rule and individual rights; expansion of voting rights, limitation of presidential terms, etc;

(f) compare and contrast the structure and powers of New Mexico’s government as expressed in the New Mexico constitution with that of the United States constitution, to include: direct democracy in the initiative, referendum and recall process; impeachment process; process of voter registration and voting; role of primary elections to nominate candidates; how a bill becomes a law; executive officers and their respective powers; New Mexico courts, appointment of judges, and election and retainment processes for judges; organization of county and municipal governments;

(g) describe and analyze the powers and responsibilities (including the concept of legitimate power) of local, state, tribal and national governments;

(2) grades 9-12 benchmark 3-B: analyze how the symbols, icons, songs, traditions and leaders of New Mexico and the United States exemplify ideals and provide continuity and a sense of unity;

(a) analyze the qualities of effective leadership;

(b) evaluate the impact of United States political, tribal and social leaders on New Mexico and the nation;

(c) analyze the contributions of symbols, songs and traditions toward promoting a sense of unity at the state and national levels;

(d) evaluate the role of New Mexico and United States symbols, icons, songs and traditions in providing continuity over time;

(3) grades 9-12 benchmark 3-C: compare and contrast the philosophical foundations of the United States' political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world;

(a) analyze the structure, function and powers of the federal government (e.g., legislative, executive, and judicial branches);

(b) analyze and explain the philosophical foundations of the American political system in terms of the inalienable rights of people and the purpose of government, to include: Iroquois league and its organizational structure for effective governance; basic philosophical principles of John Locke expressed in the second treatise of government (nature, equality, and dissolution of government); foundation principles of laws by William Blackstone (laws in general and absolute rights of individuals); importance of the founders of the rights of Englishmen, the Magna Carta and representative government in England;

(c) analyze the fundamental principles in the declaration of independence;

(d) analyze the historical sources and ideals of the structure of the United States government, to include: principles of democracy; essential principles of a republican form of government; code of law put forth in the Code of Hammurabi; separation of powers as expressed by the Baron of Montesquieu; checks and balances as expressed by Thomas Hobbs; ideas of individual rights developed in the English bill of rights; role of philosophers in supporting changes in governments in the 18th and 19th centuries (e.g., Locke, Rousseau, Voltaire);

(e) compare and contrast the concepts of courts and justice from Henry II of England to the court system of today;

(f) compare and contrast the unitary, confederal and federal systems;

(g) analyze the ways powers are distributed and shared in a parliamentary system;

(h) compare and contrast the different philosophies, structures and institutions of democratic versus totalitarian systems of government;

(i) analyze and evaluate the concept of limited government and the rule of law;

(j) compare and contrast the characteristics of representative governments;

(k) compare and contrast characteristics of Native American governments with early United States government;

(l) compare and contrast the philosophical foundations of forms of government to understand the purpose of the corresponding political systems (e.g., socialism, capitalism, secular, theocratic, totalitarian);

(m) analyze the role that the United States has played as a constitutional republican government for nations around the world;

(4) grades 9-12 benchmark 3-D: understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring and influencing;

(a) describe and analyze the influence of the non-elected (e.g., staff, lobbyists, interest groups);

(b) analyze the rights and obligations of citizens in the United States, to include: connections between self-interest, the common good and the essential element of civic virtue, as described in the federalist papers, Numbers 5 and 49; obeying the law, serving on juries, paying taxes, voting, registering for selective service and military service.;

(c) demonstrate the skills needed to participate in government at all levels, including: analyze public issues and the political system; evaluate candidates and their positions; debate current issues;

(d) analyze factors that influence the formation of public opinion (e.g., media, print, advertising, news broadcasts, magazines, radio);

(e) evaluate standards, conflicts and issues related to universal human rights and their impact on public policy.

D. Strand 4: Economics. Content standard 4: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities and governments. Students will:

(1) grades 9-12 benchmark 4-A: analyze the ways individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic and intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating;

(a) analyze "opportunity costs" as a factor resulting from the process of decision making;

- (b) understand how socioeconomic stratification (SES) arises and how it affects human motivation, using data;
- (c) understand the relationship between socioeconomic stratification and cultural values;
- (d) analyze and evaluate the impact of economic choices on the allocation of scarce resources;
- (e) describe and analyze how economic incentives allow individuals, households, businesses, governments and societies to use scarce human, financial and natural resources more efficiently to meet economic goals;
- (f) evaluate present and future economic costs and economic risks in the use of productive resources associated with investments;
- (g) understand labor markets and how they work;
- (h) describe and analyze the three major divisions of economics: macro-, micro- and consumer;
- (i) understand the relationship between essential learning skills and workforce requirements (e.g., school to work initiatives, service learning) as they relate to supply and demand in the labor market;
- (j) use quantitative data to analyze economic information;
- (k) analyze various investment strategies available when meeting personal and business goals;
- (l) understand the basis of supply and demand and marginal productivity;
- (m) understand personal financing (e.g., banking, credit, debit, lending institutions);
- (2) grades 9-12 benchmark 4-B: analyze and evaluate how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services;
 - (a) analyze the historic origins of the economic systems of capitalism, socialism and communism;
 - (b) compare the relationships between and among contemporary countries with differing economic systems;
 - (c) understand the distribution and characteristics of economic systems throughout the world, to include: (e.g., characteristics of command, market, and traditional economies; how command, market and traditional economies operate in specific countries; comparison of the ways that people satisfy their basic needs through the production of goods and services);
 - (d) analyze the importance of, and issues related to the location and management of the factors of production;
 - (e) describe how changes in technology, transportation and communication affect the location and patterns of economic activities in New Mexico and the United States;
 - (f) analyze the roles played by local, state, tribal and national governments in both public and private sectors of the United States system;
 - (g) understand the relationship between the United States' governmental policies and international trade;
 - (h) evaluate economic systems by their ability to achieve broad societal goals (e.g., efficiency, equity, security, employment, stability, economic growth);
 - (i) explain how businesses (e.g., sole proprietorships, partnerships, corporations, franchises) are organized and financed in the United States economy;
 - (j) interpret measurements of inflation and unemployment and relate them to the general economic "health" of the national economy;
 - (k) analyze the impact of fiscal policy on an economic system (e.g., deficit, surplus, inflation);
 - (l) compare and contrast different types of taxes (e.g., progressive, regressive, proportional);
 - (m) analyze the effects of specific government regulations on different economically-designated groups (e.g., consumers, employees, businesses);
 - (n) compare, analyze and evaluate the positive and negative aspects of American capitalism in relationship to other economic systems;
 - (o) describe and evaluate how the United States economy moved from being manufacturing-based to information-driven;
 - (p) analyze the reasons for uneven economic growth-based changes (e.g., demographic, political, economic);
 - (q) analyze the economic ramifications of entrepreneurship;
- (3) grades 9-12 benchmark 4-C: analyze and evaluate the patterns and results of trade, exchange and interdependence between the United States and the world since 1900;

- (a) analyze foreign and domestic issues related to United States economic growth since 1900;
- (b) analyze significant economic developments between World War I and World War II, to include: economic growth and prosperity of the 1920s; causes of the great depression and the effects on United States economy and government; new deal measures enacted to counter the great depression; expansion of government under new deal;
- (c) analyze the effects of World War II, the cold war and post-cold war on contemporary society, to include: economic effects of World War II on the home front; United States prosperity of the 1950s; impact of the cold war on business cycle and defense spending; recession of 1980s; technology boom and consequent economic slow-down of 2000;
- (d) describe the relationship between the United States' international trade policies and its economic system;
- (e) identify and analyze the international differences in resources, productivity and prices that are a basis for international trade;
- (f) explain the comparative advantage of a nation when it can produce a product at a lower "opportunity cost" than its trading partner;
- (g) evaluate the effect on international trade of domestic policies that either encourage or discourage exchange of goods and services and investments abroad;
- (h) analyze and evaluate how domestic policies can affect the balance of trade between nations;
- (i) explain and describe how the federal reserve system and monetary policies (e.g., open market, discount rate, change in reserve requirements) are used to promote price stability, maximum employment, and economic growth;
- (j) identify how monetary policies can affect exchange rates and international trade;
- (k) analyze and evaluate the use of technology affecting economic development;
- (l) describe and analyze multinational entities (e.g., NAFTA, European Union) in economic and social terms.

[6.29.11.10 NMAC - Rp, 6.30.2.16 NMAC, 6-30-2009]

HISTORY OF 6.29.11 NMAC:

Pre-NMAC HISTORY: The material in this part is derived from that previously filed with the State Records Center:

SDE 74-17, (Certificate No. 74-17), Minimum Educational Standards for New Mexico Schools, filed April 16, 1975.

SDE 76-9, (Certificate No. 76-9), Minimum Education Standards for New Mexico Schools, filed July 7, 1976.

SDE 78-9, Minimum Education Standards for New Mexico Schools, filed August 17, 1978.

SBE 80-4, Educational Standards for New Mexico Schools, filed September 10, 1980.

SBE 81-4, Educational Standards for New Mexico Schools, filed July 27, 1981.

SBE 82-4, Educational Standards for New Mexico Schools, Basic and Vocational Program Standards, filed November 16, 1982.

SBE Regulation No. 83-1, Educational Standards for New Mexico Schools, Basic and Vocational Program Standards, filed June 24, 1983.

SBE Regulation 84-7, Educational Standards for New Mexico Schools, Basic and Vocational Program Standards, filed August 27, 1984.

SBE Regulation 85-4, Educational Standards for New Mexico Schools, Basic, Special Education, and Vocational Programs, filed October 21, 1985.

SBE Regulation No. 86-7, Educational Standards for New Mexico Schools, filed September 2, 1986.

SBE Regulation No. 87-8, Educational Standards for New Mexico Schools, filed February 2, 1988.

SBE Regulation No. 88-9, Educational Standards for New Mexico Schools, filed October 28, 1988.

SBE Regulation No. 89-8, Educational Standards for New Mexico Schools, filed November 22, 1989.

SBE Regulation No. 90-2, Educational Standards for New Mexico Schools, filed September 7, 1990.

SBE Regulation No. 92-1, Standards for Excellence, filed January 3, 1992.

History of Repealed Material:

6.30.2 NMAC, Standards for Excellence, filed November 2, 2000 - Repealed effective June 30, 2009.

NMAC History:

6 NMAC 3.2, Standards for Excellence, filed October 17, 1996.

6.30.2 NMAC, Standards for Excellence, November 2, 2000, replaced by 6.29.1 NMAC, General Provisions; 6.29.2 NMAC, Arts Education; 6.29.3 NMAC, Career and Technical Education; 6.29.4 NMAC, English Language Arts; 6.29.5 NMAC, English Language Development; 6.29.6 NMAC, Health Education; 6.29.7 NMAC, Mathematics; 6.29.8 NMAC, Modern, Classical and Native Languages; 6.29.9 NMAC, Physical Education; 6.29.10 NMAC, Science; 6.29.11 NMAC, Social Studies; effective June 30, 2009.