

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 64 SCHOOL PERSONNEL - COMPETENCIES FOR LICENSURE
PART 6 COMPETENCIES FOR ENTRY-LEVEL HISTORY, GEOGRAPHY, ECONOMICS,
CIVICS AND GOVERNMENT TEACHERS

6.64.6.1 ISSUING AGENCY: Public Education Department (PED)
[07-15-99; 6.64.6.1 NMAC - Rn, 6 NMAC 4.7.1.5.1, 10-31-01; A, 02-28-06; A, 10-31-07]

6.64.6.2 SCOPE: Chapter 64, Part 6, governs the competencies that will be used by New Mexico institutions of higher education to establish a curriculum for persons seeking an endorsement in history, geography, economics, civics and government to a New Mexico educator license.
[07-15-99; 6.64.6.2 NMAC - Rn, 6 NMAC 4.7.1.5.2, 10-31-01; A, 02-28-06]

6.64.6.3 STATUTORY AUTHORITY: Sections 22-2-1, 22-2-2, and 22-10A-3, NMSA 1978.
[07-15-99; 6.64.6.3 NMAC - Rn, 6 NMAC 4.7.1.5.3, 10-31-01; A, 09-30-03]

6.64.6.4 DURATION: Permanent
[07-15-99; 6.64.6.4 NMAC - Rn, 6 NMAC 4.7.1.5.4, 10-31-01]

6.64.6.5 EFFECTIVE DATE: July 15, 1999, unless a later date is cited at the end of a section.
[07-15-99; 6.64.6.5 NMAC - Rn, 6 NMAC 4.7.1.5.5, 10-31-01; A, 02-28-06]

6.64.6.6 OBJECTIVE: This rule is adopted by the (hereinafter the PED) for the purpose of establishing entry-level competencies that are based on what beginning history, geography, economics, civics and government teachers must know and be able to do to provide effective history, geography, economics, civics and government programs in New Mexico pre K-12 schools. The competencies were developed to ensure alignment with the New Mexico's content standards and benchmarks for social studies and with the national standards of the national council for social studies.
[07-15-99; 6.64.6.6 NMAC - Rn, 6 NMAC 4.7.1.5.6, 10-31-01; A, 02-28-06; A, 10-31-07]

6.64.6.7 DEFINITIONS: [Reserved]

6.64.6.8 REQUIREMENTS:

A. Beginning teachers seeking an endorsement in history, geography, economics, civics and government to an initial level 1 New Mexico teaching license, must satisfy all of the requirements of the license as provided in PED rule for that license, which includes, among other requirements, 24-36 semester hours from among history, geography, economics, civics and government and other social sciences and passage of a content area test that examines the candidate's knowledge of history, geography, economics, civics and government.

B. Teachers seeking to add an endorsement in history, geography, economics, civics and government to an existing New Mexico teaching license of any level shall meet one of the following requirements:

(1) pass the content knowledge test(s) of the New Mexico teacher assessments as provided in 6.60.5.8 NMAC, or predecessor New Mexico teacher licensure examination or accepted comparable licensure test(s) from another state in history, geography, economics, civics and government; or

(2) successfully complete an undergraduate academic major (24-36 semester hours), or coursework equivalent to an undergraduate major or a graduate degree in history, geography, economics, civics or government; or

(3) obtain certification in social studies which includes content knowledge in history, geography, economics, civics and government for the appropriate grade level of New Mexico licensure from the national board for professional teaching standards.

[07-15-99; 6.64.6.8 NMAC - Rn, 6 NMAC 4.7.1.5.8, 10-31-01; A, 09-30-03; A, 02-28-06; A, 10-31-07]

6.64.6.9 COMPETENCIES FOR ENTRY-LEVEL HISTORY, GEOGRAPHY, ECONOMICS,
CIVICS AND GOVERNMENT TEACHERS:

A. How the world's people cope with ever-changing conditions, examine issues from multiple perspectives, and respond to individual and cultural diversity. Teachers will demonstrate a working knowledge of how:

- (1) political, social, economic, historical, and geographic aspects distinguish New Mexico's uniqueness;
- (2) the United States developed as a nation including the struggles, accomplishments and roles of individuals and/or groups as the United States emerged to be a leader of nations;
- (3) nations share commonalities and differences and that these influences within nations generate their direction and distinction;
- (4) critical information, ideas, and concepts are common across societies, social institutions, cultures, and cultural perspectives.

B. The purpose of democratic and civic values which act in accordance with democratic processes and principles to protect individual rights, promote the common good, and become an effective United States citizen. Teachers will demonstrate a working knowledge of how:

- (1) to gather, interpret, and report on political processes in New Mexico at the local, state, tribal, and federal levels;
- (2) to compare and contrast the emergence of different types of governments in the world;
- (3) to analyze factors that continue to support democratic processes and principles exemplified by the United States constitution.

C. The use of language, tools, and skills of social studies. Teachers will demonstrate a working knowledge of how to:

- (1) use social studies vocabulary and concepts;
- (2) analyze the reliability and validity of social studies information sources;
- (3) interpret and report social studies information from diverse sources (e.g., people, media, technology, the internet, and libraries);
- (4) evaluate the roles of citizens and their involvement in civic projects with emphasis on the United States;
- (5) locate, access, organize, analyze, synthesize, evaluate, and apply information about selected public issues - identifying, describing, and evaluating multiple points of view.

D. The ways in which human beings view themselves and others over time. Teachers will demonstrate a working knowledge of:

- (1) varying perspectives in historical writing;
- (2) how to evaluate historical inquiry as influenced by culture and society;
- (3) how to analyze historical periods of change within and across cultures.

E. Understand relationships and patterns in history in order to understand the past and present and to prepare for the future. Teachers will demonstrate a working knowledge of:

- (1) the use of facts and concepts drawn from history along with methods of historical inquiry to make informed decisions and take appropriate action on public issues with emphasis on the United States;
- (2) the historical, political, economic, and social developments of various cultural groups in the world;
- (3) key concepts (e.g. time, causality, conflict, and complexity) to identify, analyze, and explain connections among patterns of historical change and continuity.

F. How personal and group identities are shaped by culture, physical environment, individuals, groups and institutions. Teachers will demonstrate a working knowledge of:

- (1) the concepts of role, status, culture, and social class and will use them in describing the connections and interactions of individuals, groups, and institutions in society with emphasis on the United States;
- (2) how perceptions, attitudes, values, and beliefs affect the development of personal identity and decision making;
- (3) how media and expanding technology (e.g. print, Internet, film, television, and radio) affect the development of personal identity and decision making;
- (4) group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.

G. Historical developments of structures of power, authority, governance and the forms and purposes of governments in the world with emphasis on principles, ideals, and forms of governments of the United States. Teachers will demonstrate a working knowledge of:

- (1) the organization of governments (local, state, tribal, and national) and the services they provide;
- (2) historical development of the different forms of government, with emphasis on the principles and ideals of the United States;

(3) key concepts (e.g. power, role, status, justice, and influence) in order to examine persistent issues and social problems.

H. The responsibilities, rights and privileges of United States citizens. Teachers will demonstrate a working knowledge of:

- (1) the rights, responsibilities, and privileges of the individual, in relation to family, social group, career, community, and nation;
- (2) the continuing influence of the key ideas of individual human dignity, liberty, justice, equality, and the rule of law;
- (3) how to identify, analyze, interpret, and evaluate sources and examples of citizens' rights, responsibilities, and privileges;
- (4) connections of social studies content to career readiness.

I. To develop and employ the civic skills necessary for participatory citizenship. Teachers will demonstrate a working knowledge of:

- (1) forms of civic discussion and participation consistent with the ideals of United States citizens;
- (2) the influence of various forms of citizen action on public policy;
- (3) influences of public opinion on policy development and decision-making;
- (4) how to evaluate ways in which public policies and citizen behaviors reflect the ideals of a democratic republican form of government.

J. The impact of economic systems and institutions on individuals, families, careers, businesses, communities, and governments. Teachers will demonstrate a working knowledge of:

- (1) the roles and influences of economic institutions on career choice and opportunity;
- (2) roles and relationships of the various economic institutions that comprise economic systems (e.g. households, business firms, banks, government agencies, labor unions, corporations, etc.);
- (3) the impact of economic systems and institutions on individuals, families, businesses, communities and governments including monetary systems, law of supply and demand, and entrepreneurship;
- (4) the domestic and global economic systems and how they interact.

K. The diverse, dynamic, and ever-changing nature of culture. Teachers will demonstrate a working knowledge of:

- (1) how language, literature, the arts, media, architecture, artifacts, traditions, beliefs, values, and behaviors interact and contribute to the development and transmission of culture;
- (2) societal patterns for preserving and transmitting culture, while adapting to environmental or social change;
- (3) the importance of cultural unity and diversity within and across groups;
- (4) ideas, theories, and modes of inquiry drawn from anthropology, psychology and sociology in the examination of how issues of gender and ethnicity affect intercultural understanding.

L. Physical environments and their relationships to ecosystems and human activities. Teachers will demonstrate a working knowledge of:

- (1) the relationships among varying regional and global patterns of geographic phenomena (e.g. landforms, climate, and natural resources) and the interactions of human beings and their physical environment;
- (2) how earth's physical features have changed over time and how historical events have influenced and have been influenced by physical and human geographic features;
- (3) the interrelationships of physical and cultural patterns that reflect land use, settlement patterns, ecosystem changes and cultural transmission of customs and ideas;
- (4) geographic tools and resources to generate and interpret information;
- (5) the complexity of social and economic effects of environmental change and crises.

M. The impact of science and technology on societies. Teachers will demonstrate a working knowledge of:

- (1) how science and changing technology have transformed the physical world and human society;
- (2) how science and technologies influence and are influenced by core values, ethics, beliefs, and attitudes of society, including public policies with emphasis on the United States;
- (3) the interdependence of science, technology, and society in a variety of cultural settings.

N. The role of global connections and interdependence between and among individuals, groups, societies, and nations. Teachers will demonstrate a working knowledge of:

- (1) how interactions among the arts, language, technology, belief systems, and other cultural elements can impact global understanding;

(2) relationships and tensions between national sovereignty and international interests in such matters as territory, economic development, use of natural resources, nuclear and other weapons, and concerns about human rights.

O. In addition to the general licensure requirements on assessment the secondary teacher of history, geography, economics, civics and government should possess the following capabilities, disposition, and knowledge to assess student learning. Teachers will demonstrate a working knowledge of:

- (1) checking for understanding;
- (2) describing and demonstrating;
- (3) comparing and contrasting;
- (4) analyzing and evaluating;
- (5) inferring and interpreting;
- (6) thinking chronologically;
- (7) predicting, speculating and extrapolating.

[07-15-99; 6.64.6.9 NMAC - Rn, 6 NMAC 4.7.1.5.9, 10-31-01; A, 02-28-06]

6.64.6.10 IMPLEMENTATION: Institutions of higher education that prepare teachers shall deliver the competencies in a PED approved endorsement program within a range of twenty-four (24) to thirty-six (36) semester hours of credit twelve (12) semester hours of which must be upper division credit.

[07-15-99; 6.64.6.10 NMAC - Rn, 6 NMAC 4.7.1.5.10, 10-31-01; A, 02-28-06]

HISTORY OF 6.64.6 NMAC: [RESERVED]