

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

**6.29.11.1            ISSUING AGENCY:** Public Education Department, hereinafter the department.  
[6.29.11.1 NMAC – Rp. 6.29.11.1, 12/14/2021]

**6.29.11.2            SCOPE:** All public schools, state educational institutions and educational programs conducted in state institutions other than New Mexico military institute.  
[6.29.11.2 NMAC - Rp. 6.29.11.2, 12/14/2021]

**6.29.11.3            STATUTORY AUTHORITY:** Sections 9-24-8, 22-2-1, 22-2-2, and 22-2C-3 NMSA 1978.  
[6.29.11.3 NMAC - Rp. 6.29.11.3, 12/14/2021]

**6.29.11.4            DURATION:** Permanent.  
[6.29.11.4 NMAC - Rp. 6.29.11.4, 12/14/2021]

**6.29.11.5            EFFECTIVE DATE:** December 14, 2021, unless a later date is cited at the end of a section.  
[6.29.11.5 NMAC - Rp. 6.29.11.5, 12/14/2021]

**6.29.11.6            OBJECTIVE:** This rule establishes the academic content and performance standards for social studies for grades kindergarten through 12. The social studies standards include six strands: (1) civics, (2) economics **and personal finance**, (3) geography, (4) history, (5) ethnic, cultural, and identity standards, and (6) inquiry. The strands are organized by anchor standard, which are the core ideas that establish what students should understand and be able to do, with increasing complexity. Anchor standards consist of performance indicators, which are concise, written descriptions of what students are expected to know and be able to do in a specific grade or course.  
[6.29.11.6 NMAC - Rp. 6.29.11.6, 12/14/2021]

**6.29.11.7            DEFINITIONS:** [RESERVED]

**6.29.11.8            ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR KINDERGARTEN:**

**A.            Civics.**

- (1)            The student shall demonstrate an understanding of processes, rules, and laws by:
- (a)            communicating the purpose of rules; and
  - (b)            explaining how the rules help people work together.
- (2)            The student shall demonstrate an understanding of roles and responsibilities of a civic life by:
- (a)            identifying the consequences of following and not following rules; and
  - (b)            identifying authority figures and describing their roles.
- (3)            The student shall demonstrate an understanding of civic dispositions and democratic principles by identifying the local, state, and national symbols (e.g. flag, bird, song).

**B.            Economics **and personal finance**.**

- (1)            The student shall demonstrate an understanding of incentives and choices by distinguishing between a basic need (e.g. food, clothing, shelter) and a want.
- (2)            The student shall demonstrate an understanding of money and markets by:
- (a)            identifying examples of goods and services; ~~and~~
  - (b)            explaining what scarcity is and how scarcity affects the accessibility of goods and services.
  - (c)            recognize personal finance choices people make;
  - (d)            explain how personal finance decisions are made; and
  - (e)            identify and give examples of needs versus wants.

**C.            Geography.**

- (1)            The student shall demonstrate an understanding of geographic representations and reasoning by creating maps of familiar areas (e.g. classroom, school, community).
- (2)            The student shall demonstrate an understanding of location, place, and region by:

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- (a) recognizing and identifying signs and symbols around their town and community and indicating location of places, people, and things; and
- (b) identifying the differences and similarities between a globe and a map and while explaining the purpose of the two.
- (3) The student shall demonstrate an understanding of movement, population, and systems by explaining why and how people move from place to place within a community.

**D. History.**

- (1) The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by comparing traditions found in communities over time.
- (2) The student shall demonstrate an understanding of power dynamics, leadership, and agency by demonstrating an awareness of community leaders (e.g. teacher, principal, mayor, tribal leaders).

**E. Ethnic, cultural, and identity standards.**

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

**F. Inquiry.**

- (1) The student shall demonstrate an understanding of constructing compelling and supporting questions by:
    - (a) recognizing a compelling question; and
    - (b) identifying the relationship between compelling and supporting questions.
  - (2) The student shall demonstrate an understanding of communicating and critiquing conclusions by constructing responses to compelling questions using examples.
  - (3) The student shall demonstrate an understanding of taking informed action by:
    - (a) taking group or individual action to help address local, regional, or global problems; and
    - (b) using deliberative and democratic procedures to make decisions about, and act on, civic problems in their classrooms.
- [6.29.11.8 NMAC - Rp. 6.29.11.8, 12/14/2021]

**6.29.11.9 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR FIRST GRADE:**

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

**B. Economics and personal finance.**

- (1) The student shall demonstrate an understanding of incentives and choices by examining choices that families make due to scarcity, and identifying costs associated with these choices;
- (2) The student shall demonstrate an understanding of money and markets by:
  - (a) identifying examples of a producer and a consumer;
  - (b) examining how earning money through work is related to the purchase of goods and services; ~~and~~
  - (c) examining decisions that people make about spending and saving money.
  - (d) discuss ways to earn or receive money;
  - (e) identify types of currency and how currency is used;
  - (f) define types of transactions such as deposit, purchase, borrow, and barter; and
  - (g) identify coins and find the value of collection of two coins.

**C. Geography.**

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

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(a) creating geographic representations to identify the location of familiar places and demonstrate how these representations can help us navigate from one place to the next, provide directions, or trace important routes;

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

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

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

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

**D. History.**

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

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

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

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

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

**E. Ethnic, cultural, and identity standards.**

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

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

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

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

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

**F. Inquiry.**

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

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

(b) generating supporting questions related to compelling questions across the social studies disciplines.

(2) The student shall demonstrate an understanding of gathering and evaluating sources by determining if a source is primary or secondary and distinguishing whether it is mostly fact or opinion.

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

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

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

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

[6.29.11.9 NMAC - Rp. 6.29.11.9, 12/14/2021]

**6.29.11.10 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR SECOND GRADE:**

**A. Civics.**

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

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

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

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

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

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

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

**B. Economics and personal finance.**

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

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

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

(2) The student shall demonstrate an understanding of economic systems and models by:

(a) investigating what resources are available in the community, how available resources differ in communities, and what resources are obtained from neighboring communities; and

(b) identifying different types of jobs performed in the community.

(3) The student shall demonstrate an understanding of personal finance decision-making by:

(a) assessing priorities when making financial decisions;

(b) classifying goals as short-term or long-term;

(c) differentiating the monetary value for a variety of goods and services; and

(d) use addition and subtraction within 100 to solve word problems about making financial decisions.

**C. Geography.**

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

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

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

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

(a) comparing how man-made structures are all examples of how people modify the physical environment to meet needs and wants; and

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

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

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

**D. History.**

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

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

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

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

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

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

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(b) evaluating the effects of people, goods, and ideas that diffused from one world community into other world communities and the effects of the people, goods, and ideas on these communities.

**E. Ethnic, cultural, and identity standards.**

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

(a) expressing a positive view of themselves without being mean or making other people feel bad; and

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

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

**F. Inquiry.**

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

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

(b) generating supporting questions related to compelling questions across the social studies disciplines.

(2) The student shall demonstrate an understanding of gathering and evaluating sources by determining if a source is primary or secondary and distinguishing whether it is mostly fact or opinion.

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

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

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

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

[6.29.11.10 NMAC - Rp. 6.29.11.10, 12/14/2021]

**6.29.11.11 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR THIRD GRADE:**

**A. Civics.**

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

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

**B. Economics and personal finance.**

(1) The student shall demonstrate an understanding of economic decision-making by examining the various ways people earn a living to meet their basic needs (e.g. food, clothing, shelter) and how this has changed over time in various world communities.

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

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

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

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

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

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

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

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

(4) The student shall demonstrate an understanding of personal finance decision-making by:

(a) identify chores that children can do to earn money to reach personal financial goals;

(b) differentiate the role of income and expenses when creating a budget;

(c) create a plan with specific steps to reach a short-term financial goal;

(d) model strategies to achieve a personal financial goal using arithmetic operations;

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

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

**C. Geography.**

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

**(a)** creating a model to demonstrate how geographic factors influence where people settle and how some people make adaptations to the environment to make a location more suitable for settlement; and

**(b)** identifying and using the mapping tools of scale, compass rose, grid, symbols, and mental mapping to locate places on globes and maps.

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

**(a)** explaining how physical and cultural characteristics of world regions affect people, and examining geographic features of various global communities that might create a need for migration or immigration using a variety of maps, photos, and other geographic representations; and

**(b)** identifying the components of the Earth's biosystems and their makeup (e.g., air, land, water, plants, animals).

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

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

**(b)** analyzing how human settlement and movement impact diverse groups of people and how the cultural aspects of a region spread beyond its borders; and

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

**D. History.**

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

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

**E. Ethnic, cultural, and identity standards.**

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

**(a)** expressing a positive view of personal identities without making someone else feel bad; and

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

**(2)** The student shall demonstrate an understanding of community equity building by identifying the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

**F. Inquiry.**

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

**(a)** identifying disciplinary ideas associated with a compelling question; and

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

**(2)** The student shall demonstrate an understanding of gathering and evaluating sources by determining the credibility of one source.

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

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

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

**(a)** identifying challenges and opportunities when taking action to address problems, including predicting possible results; and

(b) using deliberative and democratic procedures to make decisions about, and act on, civic problems in their classrooms.  
[6.29.11.11 NMAC - Rp. 6.29.11.11, 12/14/2021]

**6.29.11.12 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR FOURTH GRADE:**

**A. Civics.**

- (1) The student shall demonstrate an understanding of processes, rules, and laws by examining and evaluating the rules, laws, and authorities that keep people safe in New Mexico.
- (2) The student shall demonstrate an understanding of civic dispositions and democratic principles by:
  - (a) explaining how democratic principles guide local, state, and sovereign governments; and
  - (b) demonstrating understanding that state symbols, holidays, traditions, and songs represent various cultural heritages, natural treasures, and the democratic values of New Mexico.

**B. Economics and personal finance.**

- (1) The student shall demonstrate an understanding of economic decision-making by explaining the impact of using natural resources on the local, county, and state economy.
- (2) The student shall demonstrate an understanding of economic systems and models by:
  - (a) explaining how trade and industry in New Mexico is impacted by surrounding economies (e.g. Mexico, Arizona, Colorado, Texas); and
  - (b) researching and creating a list of products, goods, and services that New Mexico imports and exports.
- (3) The student shall demonstrate an understanding of money and markets by exploring the significance of agriculture and livestock industries in New Mexico.
- (4) The student shall demonstrate an understanding of personal finance decision-making by:
  - (a) defining choice and opportunity cost;
  - (b) understanding when choices are made that those choices impose “opportunity costs;” and
  - (c) determining the relationship between long-term goals and opportunity cost.

**C. Geography.**

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

**D. History.**

- (1) The student shall demonstrate an understanding of causes and consequences by describing the interactions between indigenous people and European settlers including agriculture, cultural exchanges, alliances, and conflicts.
- (2) The student shall demonstrate an understanding of historical thinking by creating a timeline that depicts the events and the changes in New Mexico culture through contact with explorers and settlers.
- (3) The student shall demonstrate an understanding of critical consciousness and perspectives by explaining why individuals and groups during the same historical period differed in their perspectives toward significant historical events.

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- (4) The student shall demonstrate an understanding of power dynamics, leadership, and agency by:
- (a) investigating how different groups have influenced the ways that state issues are viewed and resolved; and
  - (b) examining the changes in governance of New Mexico (e.g. indigenous, Spanish, Mexican, Texan, confederate, United States).

**E. Ethnic, cultural, and identity standards.**

- (1) The student shall demonstrate an understanding of diversity and identity by demonstrating respectful inquiry about other people's lives and expectations without judgment.
- (2) The student shall demonstrate an understanding of identity in history by explaining connections among historical contexts and people's perspectives at the time.

**F. Inquiry.**

- (1) The student shall demonstrate an understanding of constructing compelling and supporting questions by:
  - (a) explaining how a compelling question represents key ideas in the field; and
  - (b) using supporting questions to help answer the compelling question in an inquiry.
- (2) The student shall demonstrate an understanding of developing claims by citing evidence that supports a response to supporting or compelling questions.
- (3) The student shall demonstrate an understanding of communicating and critiquing conclusions by constructing responses to compelling questions using reasoning, examples, and other relevant details.
- (4) The student shall demonstrate an understanding of taking informed action by:
  - (a) identifying challenges and opportunities when taking action to address problems, including predicting possible results; and
  - (b) using deliberative and democratic procedures to make decisions about, and act on, civic problems in their classrooms.

[6.29.11.12 NMAC - Rp. 6.29.11.12, 12/14/2021]

**6.29.11.13 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR FIFTH GRADE:**

**A. Civics.**

- (1) The student shall demonstrate an understanding of civic and political institutions by identifying and explaining the structure and function of the three branches government.
- (2) The student shall demonstrate an understanding of processes, rules, and laws by analyzing how different individuals and groups influenced the creation and interpretation of the foundational documents.
- (3) The student shall demonstrate an understanding of civic dispositions and democratic principles by:
  - (a) explaining how the principles of the declaration of independence became unifying ideas of American democracy; and
  - (b) describing how inequity in the United States laid the foundation for conflict that continues today.
- (4) The student shall demonstrate an understanding of roles and responsibilities of a civic life by evaluating how the bill of rights shaped the rights of United States citizens.

**B. Economics and personal finance.**

- (1) The student shall demonstrate an understanding of economic decision-making by:
  - (a) exploring examples from the western hemisphere to illustrate the role of scarcity historically and in current events;
  - (b) analyzing how economic success is defined differently by various communities in the United States (e.g. past, present, future); and
  - (c) identifying and comparing the major natural resources of the United States, Canada, Mexico, and the Caribbean or South American countries, and determining the major industries of those countries in relation to available resources.
- (2) The student shall demonstrate an understanding of economic systems and models by examining products that are imported and exported into markets within the United States based on demand for these products, noting how this affects the United States economy.

**(3) The student shall demonstrate an understanding of personal finance decision-making by:**

- (a) differentiating between saving and investing;**



- (b) establishing the function of banking; and
- (c) creating a way to keep track of money spent and money saved.

**C. Geography.**

- (1) The student shall demonstrate an understanding of geographic representations and reasoning by:
- (a) demonstrating how physical maps reflect the varied climate zones, land forms, bodies of water, and natural resources of the western hemisphere;
  - (b) using maps and globes, identifying the regions within the western hemisphere and locating major physical features within each region;
  - (c) demonstrating how the states are organized, including time zones and the regions of the United States; and
  - (d) using geographic and place-based vocabulary to communicate locations and navigate from one place to another.
- (2) The student shall demonstrate an understanding of location, place, and region by using a map, identifying and locating the 50 states in the United States, and knowing the capitals of each state along with the surrounding United States territories.
- (3) The student shall demonstrate an understanding of human-environmental interactions and sustainability by examining how the physical environment influences human population distribution and land use.

**D. History.**

- (1) The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by examining history from the perspective of the participants.
- (2) The student shall demonstrate an understanding of causes and consequences by:
- (a) creating and using a chronological sequence of related events and timelines to organize and analyze cause and effect relationships; and
  - (b) using primary and secondary sources to acquire historical information.
- (3) The student shall demonstrate an understanding of historical thinking by:
- (a) analyzing the causes of the American revolution and the effects individuals and groups had on the conflict; and
  - (b) analyzing the causes of the civil war and the effects individuals and groups had on the conflict.
- (4) The student shall demonstrate an understanding of critical consciousness and perspectives by:
- (a) explaining the connections among historical contexts and people's perspectives during major historical events in the U.S.; and
  - (b) identifying the beliefs, experiences, perspectives, and values that form points of view about civic issues.

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

- (1) demonstrating knowledge of family history, culture, and past contributions of people in main identity groups; and
- (2) explaining how groups of people are treated today and in the past is a part of what makes them who they are.

**F. Inquiry.**

- (1) The student shall demonstrate an understanding of constructing compelling and supporting questions by:
- (a) identifying the disciplinary concepts and ideas associated with a compelling question; and
  - (b) using supporting questions to help answer the compelling question in an inquiry.
- (2) The student shall demonstrate an understanding of gathering and evaluating sources by determining the credibility of multiple sources.
- (3) The student shall demonstrate an understanding of developing claims by identifying evidence that draws information from multiple perspectives and sources in response to a compelling question.
- (4) The student shall demonstrate an understanding of communicating and critiquing conclusions by constructing responses to compelling questions supported by reasoning and evidence.
- (5) The student shall demonstrate an understanding of taking informed action by:

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- (a) identifying challenges and opportunities when taking action to address problems, including predicting possible results; and
  - (b) using a range of consensus-building and democratic procedures to make decisions about, and act on, civic problems in the classroom.
- [6.29.11.13 NMAC - Rp. 6.29.11.13, 12/14/2021]

**6.29.11.14 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR SIXTH GRADE:**

**A. Civics.**

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

**B. Economics and personal finance.**

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

**C. Geography.**

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

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(b) describing how the people impact the local environment; and  
(c) comparing the transportation innovations made to travel over challenging routes and establishing trade routes.

**D. History.**

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

(a) evaluating the lasting impact of philosophy, art, science, and technology of classical Greece, Rome, India, and China;

(b) evaluating the factors that allowed classical civilizations to thrive;

(c) analyzing the significance of innovations (e.g. scientific, mathematical, technological) in Middle Eastern and Asian societies;

(d) explaining how religion and philosophy shaped European, Asian, and Middle Eastern societies during the post-classical period; and

(e) examining instances of conflict, oppression, human rights violations, and genocide in medieval times, and responses to these violations.

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

(a) analyzing the impact that the agricultural revolution had on hunter-gatherers and nomadic peoples;

(b) identifying the political and social issues that led to the development of new philosophies during the classical period;

(c) comparing strategies used by classical civilizations to maintain their empires;

(d) comparing causes of decline in Roman, Han, and Gupta empires;

(e) explaining what led to the emergence of European feudalism; and

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

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

**E. Ethnic, cultural, and identity standards.**

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

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

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

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

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

**F. Inquiry.**

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

(a) distinguishing primary and secondary sources by correctly identifying the author, type of document, and date of publication of the text in relation to the historical event described in the text;

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

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

(d) posing self-generated relevant questions to be answered by historical inquiry that allow for multiple avenues of exploration.

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

(a) identifying where and how to locate sources to best answer a research question;  
(b) distinguishing among fact, opinion, and reasoned judgment in a source and identifying the author's or authors' perspectives and possible biases;

(c) identifying inherent biases in maps; and

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

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

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- response to a question;
- (a) formulating a claim based on evidence from primary and secondary sources in
  - (b) supporting a claim using a variety of sources and perspectives;
  - (c) citing specific textual evidence to support analysis of primary and secondary sources; and
  - (d) using primary and secondary sources to analyze conflicting and diverse points of view on a certain topic.
- (4) The student shall demonstrate an understanding of communicating and critiquing conclusions by:
- (a) using applicable presentation technology to communicate research findings or other significant information; and
  - (b) creating maps, charts, infographics, or digital media that communicate research findings or other significant information.
- (5) The student shall demonstrate an understanding of taking informed action by:
- (a) describing the many facets of student identity, including family history and culture, and how they are connected to the collective history and culture of other people in their self-identified affinity groups;
  - (b) identifying their family and personal cultural identity, determining how they want to present themselves to the world, and brainstorming how to address negative perceptions; and
  - (c) explaining the challenges and opportunities people face when taking action to address problems.
- [6.29.11.14 NMAC - Rp. 6.29.11.14, 12/14/2021]

**6.29.11.15 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR SEVENTH GRADE:**

**A. Civics.**

- (1) The student shall demonstrate an understanding of civic and political institutions by:
- (a) explaining the role of political decision-making process at the tribal, state, and local levels of government, including voting, upholding the constitution, petitioning public officials, and analyzing issues;
  - (b) describing the relationships of tribal, state, and local governments with the national government under the federal system, including tribal sovereignty, state constitutions, three branches of government, checks and balances, and the legislative process;
  - (c) comparing and contrasting global and historical government systems to the United States federal system; and
  - (d) examining how conflict over land, culture, and social class led to Mexican independence from Spain.
- (2) The student shall demonstrate an understanding of processes, rules, and laws by:
- (a) using figurative language to describe the relationship between a nation-state and its colonies;
  - (b) hypothesizing how the policies of the Spanish monarchy in New Spain interacted with other societies in the region; and
  - (c) evaluating New Mexico's transition into a United States territorial government from the perspectives of the various groups residing in the territory at the time.
- (3) The student shall demonstrate an understanding of civic dispositions and democratic principles by:
- (a) describing the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities; and
  - (b) analyzing United States policies on expansion into the southwest, including how they reflected United States civic ideals of the time and conflicted with existing inhabitants of the region.

**B. Economics and personal finance.**

- (1) The student shall demonstrate an understanding of economic decision-making by:
- (a) explaining how tribal, state, and local government agencies work to sustain resources in New Mexico;
  - (b) discussing New Mexico's economic limitations, barriers to development, and successes;
  - (c) examining the pros and cons of economic development in New Mexico;

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- resources;
- (d) demonstrating how early humans compete and cooperate to gather and use resources;
- (e) demonstrating the impact of competition or cooperation as people gather and use resources;
- (f) using primary and secondary sources to explain the economic motivation of Spaniards as they enter the lands of and interact with the peoples of the Americas;
- (g) using primary sources to identify formal and informal actions that impacted local, tribal, and Spanish empirical economies during the Spanish colonial period; and
- (h) identifying and summarizing the relationship between specialization and interdependence.
- (2) The student shall demonstrate an understanding economic systems and models by:
- (a) identifying activities that had an impact on territorial and indigenous economies; and
- (b) investigating the correlation between the territorial and indigenous economies considering how they are impacted by federal policies.
- (3) The student shall demonstrate an understanding of money and markets by:
- (a) summarizing the relationship between specialization and interdependence;
- (b) explaining barriers to trade and how those barriers influence trade among individual people and cultural groups;
- (c) using and creating charts, graphs, and infographics to demonstrate connections between the economy of New Mexico and Mexico during the Mexican period;
- (d) investigating the use of trade routes and systems to analyze the economic impact they had on New Mexico and those who traded with New Mexicans; and
- (e) using and creating charts, graphs, and infographics to demonstrate the economy of territorial New Mexico from various perspectives, such as wealthy or poor people, or immigrant or indigenous people.
- (4) The student shall demonstrate an understanding of the global economy by using and creating charts, graphs, and infographics to demonstrate connections between the economy of Spain and those of indigenous people.
- (5) The student shall demonstrate an understanding of personal finance decision-making by:
- (a) defining resources from an economic and personal finance perspective;
- (b) summarizing how the distribution of resources impacts consumerism; and
- (c) comparing and contrasting choices available to consumers within different cultures as they developed in the Eastern and Western hemispheres throughout history.

**C. Geography.**

- (1) The student shall demonstrate an understanding of geographic representations and reasoning by:
- (a) constructing maps of New Mexico based on physical and cultural features using technology resources;
- (b) explaining the physical and human characteristics of New Mexico, and using this knowledge to define the southwest region of the United States;
- (c) selecting a province of New Mexico and researching its distinguishing characteristics;
- (d) using paper and digital maps to ask and answer geographical questions about New Mexico and the southwest region;
- (e) analyzing maps and charts from the Spanish colonial period to understand El Camino Real as a significant corridor for movement of people, goods, and ideas;
- (f) comparing various maps or geographical data to describe how the movement of people influenced the division and control of resources; and
- (g) analyzing maps and charts from the early American territorial period to explain how differing perceptions of places, people, and resources have affected events and conditions of the past.
- (2) The student shall demonstrate an understanding of movement, population, and systems by:
- (a) analyzing patterns of migration of early people as they settled across New Mexico and the southwest region;

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- (b) analyzing maps and charts about the age of exploration to understand the movement of people, goods, and ideas across the world;
  - (c) explaining the role of human movement in shaping societies in New Mexico in the past and present;
  - (d) analyzing maps and charts from the western expansion period to understand interactions between multiple cultural groups;
  - (e) analyzing land use patterns of Anglo-Americans during the American westward expansion period; and
  - (f) explaining examples of cultural diffusion into and out of New Mexico from the past and present.
- (3) The student shall demonstrate an understanding of human-environmental interactions and sustainability by:
- (a) describing factors affecting location of human activities, including land-use patterns for local, regional, and state communities;
  - (b) describing how environmental events affect human activities and resources;
  - (c) analyzing land use patterns of early humans in New Mexico and the southwest region;
  - (d) explaining how building technologies are designed to respond to the constraints and freedoms of the environment;
  - (e) explaining how early people adapted to the environment to develop sustainable agricultural practices;
  - (f) analyzing land use patterns of ancestral Pueblo, Mogollon, and Athabaskan peoples;
  - (g) connecting cultural adaptations of the Pueblo and Diné people to New Mexicans today;
  - (h) interpreting the cultural differences between Spaniards and indigenous peoples;
  - (i) explaining how differing perceptions of places, people, and resources affected events and conditions in New Mexico during the Spanish colonial period;
  - (j) evaluating practices of land usage and ownership between indigenous peoples and Spaniards; and
  - (k) analyzing land use patterns of Americans during the territorial period in New Mexico.

**D. History.**

- (1) The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by:
- (a) making connections between the past and modern events from the local, territorial, state, or sovereign nations' perspective and predict how the future may be impacted;
  - (b) explaining the importance of artifacts and oral histories in understanding how prehistoric people lived;
  - (c) describing the technical limitations of historians and archaeologists studying the distant past;
  - (d) identifying the housing and religious structures of both the Navajo and Apache;
  - (e) comparing and contrasting Athabaskan technology, agricultural practices, and settlement patterns with those of the Pueblos;
  - (f) describing the interactions between the Spaniards and indigenous peoples;
  - (g) comparing and contrasting the revolts and resistance movements under Spanish rule;
  - (h) analyzing primary and secondary sources to explain what impact Mexican independence had on the area that would become New Mexico;
  - (i) generating an evidence-based argument that demonstrates how troubles between Texas and the government of Mexico impacted New Mexico;
  - (j) supporting a claim about the intent of the United States in its westward expansion;
  - (k) evaluating the significance of short- and long-range trails throughout the lands gained in the Mexican cession; and

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- (1) describing how cultures were challenged by the arrival of groups to New Mexico.
- (2) The student shall demonstrate an understanding of causes and consequences by identifying the causes and consequences that gave rise to United States government policies impacting the territory of New Mexico.
- (3) The student shall demonstrate an understanding of historical thinking by:
- (a) explaining the use of artifacts in dating and understanding the lives of prehistoric peoples;
  - (b) describing the similarities and differences between nomadic and semi-nomadic lifestyles;
  - (c) discussing the importance of resource shortages on the lifestyles of the Mogollon and ancestral Puebloans;
  - (d) creating research questions about art or architecture of the Mogollon or the Pueblo ancestors;
  - (e) creating a model of Mogollon and Pueblo art or architecture;
  - (f) using primary and secondary sources to explain the political and religious motivations of Spaniards as they encounter the land and peoples of the Americas;
  - (g) comparing the patterns of exploration, destruction, and occupation of the Americas by Spaniards;
  - (h) citing textual evidence to interpret the factors that led to resistance and rebellion in Mexico during this time, and debate the aftermath;
  - (i) comparing historians' interpretations of the reasons for the Texas-Santa Fe expedition;
  - (j) categorizing causes and consequences of the United States military invasion of Mexico; and
  - (k) comparing and contrasting primary and secondary sources in conjunction with modern-era events to explore the impact of land ownership throughout New Mexico history.
- (4) The student shall demonstrate an understanding of critical consciousness and perspective by:
- (a) Discussing, debating, or holding academic conversations about both positive and negative evidence of Spanish influence in New Mexico today; and
  - (b) using a variety of sources to contextualize and explain the impact of localized conflicts and other events throughout New Mexico.
- E. Ethnic, cultural, and identity standards.** The student shall demonstrate an understanding of diversity and identity by:
- (1) analyzing how groups maintain their cultural heritage and how we see this heritage through the symbols, traditions, and culture of New Mexico;
  - (2) defining and explaining the present demographics of New Mexico;
  - (3) evaluating how society's responses to different social identities lead to access or barriers for various demographic groups in relation to various societal institutions, including education, healthcare, government, and industry;
  - (4) identifying the key figures that have contributed to an individual culture and what those individuals accomplished;
  - (5) describing the relationship between the cultural heritage of key figures and their personal identity;
  - (6) describing what the student wants the world to see when their culture is on display and how to address negative perceptions;
  - (7) demonstrating how diversity includes the impact of unequal power relations on the development of group identities and cultures;
  - (8) brainstorming ways in which New Mexicans might heal from past and current injustices;
  - (9) describing key figures that have made significant contributions to an individual culture;
  - (10) exploring personal, familial, and societal cultures in the modern day;
  - (11) discussing how individuals want to be perceived when their culture is on display, and conclude how to address stereotypes;
  - (12) using primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups;

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- (13) identifying how stereotypes influence social perspectives about members of a group;
- (14) developing a claim about the extent to which identity can be modified by personal choice or external forces; and
- (15) identifying, exploring, and describing the traditions, rites, and norms of the groups to which the student identifies as belonging; and explain how these traditions, rights, and norms may have changed over time.

**F. Inquiry.**

- (1) The student shall demonstrate an understanding of constructing compelling and supporting questions by:
  - (a) developing compelling (e.g. big idea) questions about a relevant topic of interest; and
  - (b) creating supporting questions from credible sources to expand upon the compelling question.
- (2) The student shall demonstrate an understanding of gathering and evaluating sources by:
  - (a) identifying, locating, and gathering reliable and relevant primary and secondary sources from a variety of media, such as print, digital, multimedia, artifacts, and oral traditions;
  - (b) evaluating primary and secondary sources for fact, opinion, author's bias, perspective of the creator, and relevance to the topic;
  - (c) analyzing various forms of media to identify polarizing language, logical fallacy, and reasonable judgment; and
  - (d) using a coherent system or structure to evaluate the credibility of a source by determining its relevance and intended use.
- (3) The student shall demonstrate an understanding of developing claims by:
  - (a) using primary and secondary sources to develop an argument and cite specific textual evidence to support the claim; and
  - (b) making connections between current events, historical materials, and personal experience.
- (4) The student shall demonstrate an understanding of communicating and critiquing conclusions by:
  - (a) presenting student-developed texts communicating thinking and understanding, including written text, oral presentation, visual representation, and multimedia; and
  - (b) engaging in academic discussions analyzing multiple viewpoints on public issues.
- (5) The student shall demonstrate an understanding taking informed action by:
  - (a) examining the relationship between stereotypes, bias, and group identity;
  - (b) exploring opportunities to be an ally and describe ways in which stereotyping can be a barrier to acting as an ally; and
  - (c) engaging in positive civic behaviors to make decisions and take action in classrooms, schools, and communities.

[6.29.11.15 NMAC - Rp. 6.29.11.15, 12/14/2021]

**6.29.11.16 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR EIGHTH GRADE:**

**A. Civics.**

- (1) The student shall demonstrate an understanding of civic and political institutions by:
  - (a) examining how challenges the government faced as a result of the articles of confederation resolved at the constitutional convention;
  - (b) making a claim to evaluate how individuals and groups addressed specific problems at various levels to form a new republic; and
  - (c) generating research questions about the nature of civil wars in general, and the role of border states or territories in the United States civil war specifically.
- (2) The student shall demonstrate an understanding of processes, rules, and laws by:
  - (a) identifying policies of this era that define the relationship between federal, state, and tribal governments through treaties, court decisions, and land acquisition statutes;
  - (b) discussing the impact of significant legislation and judicial precedents in formally perpetuating systemic oppression during the reconstruction era; and



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(c) evaluating the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout early United States history.

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

(a) identifying parallels in language or intent (i.e. construct or content) between enlightenment philosophies and the ideas expressed in the declaration of independence; and

(b) citing specific examples of precedents established in the early republic that impact American lives today.

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

**B. Economics and personal finance.**

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

(a) using maps and other primary sources to analyze the economic specializations of the 13 colonies; and

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

(2) The student shall demonstrate an understanding of incentives and choices by:

(a) comparing and contrasting the efforts of the American and British governments to gain the services of African Americans during the American revolutionary war;

(b) evaluating the incentives for supporting the British or American side from the perspective of enslaved and free African Americans before and during the American revolution; and

(c) analyzing the benefits and challenges associated with rapidly growing urban areas as a result of industrialization.

(3) The student shall demonstrate an understanding of economic systems and models by drawing diagrams or making models to illustrate significant contemporary economic theories and their connection to the European colonization of the western hemisphere.

(4) The student shall demonstrate an understanding of money and markets by:

(a) summarizing a significant economic warfare initiative of the civil war through creative expression; and

(b) explaining how union army strategies and other socio-economic changes at the end of the civil war led to an economic depression in the southeast United States.

(5) The student shall demonstrate an understanding of personal finance decision-making by:

(a) describing how the use and value of money has changed over time impacting earning, spending, borrowing, and investing (e.g., college funds beginning in elementary years, saving accounts, 401K and IRA accounts);

(b) explaining factors that have impacted borrowing and investing over time (e.g., currency stability, war, and banking practices); and

(c) analyzing and evaluating the impact of taxes on the people of the United States and New Mexico since the end of the civil war.

**C. Geography.**

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

(a) using digital literacy to research and create a presentation about a specific sovereign tribal nation or indigenous peoples group of North America through the five themes of geography: location, place, movement, human-environment interaction, and region;

(b) identifying the major rivers, mountain ranges, and climatic regions of North America within the lands now known as the United States, Canada, the Caribbean, and Mexico;

(c) synthesizing information from two or more different types of maps to support a claim about the global context of colonization;

(d) using population, topographical, political maps, and supporting texts, to generate questions about why the proclamation line of 1763 was established; and

(e) developing a claim about how opinions regarding the proclamation line of 1763 might have varied depending on an individual's occupation and geographic location.

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

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(a) giving specific examples to illustrate how one indigenous culture or many indigenous cultures in one region have been shaped by their environment and natural resources available to them;  
(b) defining a region by identifying its human and physical features; and  
(c) using a topographic or climate map to create a geographic argument about how economic specialization developed in the 13 colonies based on natural resource availability.

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

(a) describing the causes of exploration and expansion into the Americas, by the Europeans during the 15th century;  
(b) identifying immigration and emigration factors that motivated groups to move to and within North America through the lens of the 13 colonies and the movement of people there; and  
(c) identifying immigration and emigration factors that motivated groups to move to and within the United States during time periods of mass immigration.

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

(a) explaining how human activities and physical processes influence change in ecosystems;  
(b) engaging in academic discussion around how the ideas and belief systems related to land and resource use impacted the experiences of indigenous peoples and colonizers; and  
(c) describing a human-created environmental concern related to western expansion, including different contemporary perspectives and other historical context from this period.

**D. History.**

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

(a) identifying key explorers, places, and ideas from major European nations of the 15th century, and be able to describe their accomplishments;  
(b) critically reading the bill of rights and supporting texts to determine which narratives were excluded from the original document; and use text evidence from the bill of rights and supporting texts to support a student-developed argument by citing specific evidence to track whose rights were added over time;  
(c) comparing and contrasting indigenous peoples' assimilation story with later immigrants' stories;  
(d) analyzing the development of the women's suffrage movement over time and its legacy; and  
(e) making personal connections to immigration stories and experiences in the past and present.

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

(a) using evidence from primary and secondary sources to compare and contrast the impacts of European colonization on indigenous populations;  
(b) evaluating the effectiveness of Native American alliances during and after the American revolutionary war as a tool to support tribal sovereignty;  
(c) using primary and secondary sources to evaluate an instructor-generated claim about the significance of the seven years' war (French and Indian war);  
(d) synthesizing text and non-text evidence to persuasively express a perspective on the events leading to the American revolution;  
(e) analyzing the motivations and impacts of western expansion and the settlement of the United States;  
(f) using graphic organizers to illustrate the causes and effects of the Mexican American war and its consequences on residents living in the "new" United States territories;  
(g) using maps and other primary sources, such as the treaty of Guadalupe Hidalgo, to examine determination of geophysical and geopolitical boundaries between the United States and Mexico;  
(h) using text evidence to support a claim about how conflicts over slavery led the north and south to war;  
(i) generating research questions, brainstorming sources, and gathering evidence to evaluate a claim about the significance of the battle of Glorieta Pass in the western campaign of the American civil war, also known as "la guerra civil Estadounidense"; and

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(j) using examples to support an argument about the importance of science and technology during the civil war period.

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

(a) drawing a diagram or making a model to illustrate a non-text method an indigenous person or group of indigenous people have employed to record and preserve their history; and

(b) comparing and contrasting the causes, demographics, and results of the American revolution with those of later revolutions inspired by the American revolution.

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

(a) supporting a claim about how knowledge and perspectives of indigenous peoples of North America, and indigenous peoples around the world, have the potential to inform solutions to global problems;

(b) discussing the interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations in the colonial period;

(c) describing why different people may have different perspectives of the same historical event; multiple interpretations should be considered to avoid historical linearity and inevitability; and

(d) examining both sides in debate or academic discussion of politics in response to immigration.

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

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

(b) using primary and secondary sources to examine how enslaved people adapted within and resisted their captivity;

(c) describing how the Ku Klux Klan and other white supremacist organizations in the United States arose with the intention of maintaining the oppression of specific groups through informal institutions; and

(d) using data to describe demographic shifts as a consequence of the civil war and reconstruction.

**E. Ethnic, cultural, and identity standards.**

(1) The student shall demonstrate an understanding of diversity and identity by examining history from the perspective of the participants by presenting an original historical fiction piece to profile an immigrant's experience, including the impact of anti-immigrant policies.

(2) The student shall demonstrate an understanding of identity in history by:

(a) developing research questions about the role of religion in the 13 colonies and its impact on nascent American identity, also known as "identidad Estadounidense," and hypothesize how gender roles were impacted by the role of religion in the 13 colonies;

(b) using primary source texts and artifacts as evidence to describe daily life in the 13 colonies by featuring individuals with diverse identities and different perspectives;

(c) generating historically relevant questions and hypothesize sources needed to make an argument about diverse individuals' ability to participate in the war effort for either side;

(d) supporting a claim about the influence of diverse ideologies on politics, society, and culture in early United States history;

(e) describing immigrant and emigrant groups according to gender composition and developing a claim regarding the impact that gender proportionality or disproportionality had on immigrant or emigrant community's culture;

(f) identifying and correcting misconceptions about the emancipation proclamation;

(g) using primary and secondary sources to make an argument about the impact of the western campaign on indigenous peoples; and

(h) using an artistic medium or multimedia project to describe the contemporary and current significance of Juneteenth.

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

(a) analyzing a variety of art media to create an argument about the development of American national identity; and

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(b) developing a claim to illustrate how an event of the sectionalism and reform era helps modern students understand current issues and events.

**F. Inquiry.**

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

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

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

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

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

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

(c) identifying inherent bias in maps and analyze how they impact cultural memory; and

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

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

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

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

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

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

(e) making connections between current events, historical materials, and personal experience; and

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

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

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

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

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

(d) creating historical fiction texts that accurately portray historical people, places, events, and ideologies of the time to examine history from the perspective of the participants;

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

(f) conducting a research project to answer a self-generated question of historical significance, and applying problem-solving skills for historical research, to include: use of primary and secondary sources; sequencing, collecting, interpreting, and applying information; gathering and validating materials that present a variety of perspectives; documenting sources in a structured, systematic way; communicating findings in a medium of the student's choice.

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

(a) describing the many facets of their identity, including family history and culture, and how they are connected to the collective history and culture of other people in their self-identified affinity groups;

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

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- (c) describing ways in which stereotyping can be a barrier to acting as an ally and engaging in positive civic behaviors in classrooms, schools, and the broader community;
  - (d) explaining the challenges and opportunities people face when taking action to address problems, including predicting possible results; and
  - (e) synthesizing historical and local knowledge to take age-appropriate action toward mending, healing, and transforming the future.
- [6.29.11.16 NMAC - Rp. 6.29.11.16, 12/14/2021]

**6.29.11.17 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL CIVICS:**

- A. Civics.**
- (1) The student shall demonstrate an understanding of civic and political institutions by:
    - (a) distinguishing the powers and responsibilities of local, state, indigenous, national, and international civic and political institutions;
    - (b) developing claims about the purpose, processes, strengths, and weaknesses of the United States government;
    - (c) evaluating efforts to adapt and redesign the United States constitution and political institutions over time;
    - (d) analyzing the role of groups without formal decision-making power in influencing change in the United States government;
    - (e) evaluating multiple sources and cite evidence investigating the relationships between equality, equity, justice, freedom, and order in American constitutional democracy;
    - (f) investigating relationships among governments, civil societies, and economic markets;
    - (g) distinguishing historical and current types and systems of government in the United States and abroad.
    - (h) using data and evidence from multiple perspectives related to federal policy toward indigenous groups to develop an understanding of indigenous and United States government relations over time;
    - (i) evaluating the way America’s founding principles and constitutional structures have influenced initiatives and revisions to foreign policy over time; and
    - (j) researching multiple sources to think critically about how the United States should conduct itself in international relations.
  - (2) The student shall demonstrate an understanding of processes, rules, and laws by:
    - (a) evaluating procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved;
    - (b) evaluating sources to determine how people use and challenge local, state, national, and international laws, to address a variety of public issues;
    - (c) evaluating public policies in terms of intended and unintended outcomes and related consequences;
    - (d) analyzing historical, contemporary, and emerging means of changing societies, promoting the common good and protecting rights;
    - (e) evaluating the United States justice system over time and its impacts on policy, society, economics, and individual rights;
    - (f) explaining the unique features and processes of New Mexico’s constitution;
    - (g) evaluating the contributions of New Mexico’s diverse populations to its governmental structure and outcomes; and
    - (h) investigating challenges and opportunities within and between different government entities in New Mexico.
  - (3) The student shall demonstrate an understanding of civic dispositions and democratic principles by:
    - (a) analyzing the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights;
    - (b) analyzing civic virtues and principles, and the role of the people in creating good governance at various levels;
    - (c) applying civic dispositions and democratic principles when working with others;

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- (d) analyzing founding documents and their impact on national unity over time;
  - (e) evaluating the tensions between personal interests, different cultural groups, and civic responsibilities or the common good overtime.
- (4) The student shall demonstrate an understanding of roles and responsibilities of a civic life by:
- (a) participating in civil discourse to promote greater understanding around historical, contemporary, and future opportunities and obstacles;
  - (b) using historical data and evidence related to various actors' interests and motivations to determine their influence on contemporary issues;
  - (c) evaluating how fundamental American principles have been interpreted over time and how they currently shape policy debates;
  - (d) developing strategies for evaluating multiple perspectives about current events, and policy issues;
  - (e) analyzing historic inequalities and evaluating proposed solutions to correct them;
  - (f) applying an effective questioning strategy to evaluate sources intended to inform the public, and consider the effects of choices made by media organizations, including internet social platforms, on elections and social movements;
  - (g) evaluating sources and determining potential bias in the media and how that impacts government decision-making;
  - (h) evaluating the effects of diverse ideologies and the process of political socialization on oneself and society;
  - (i) analyzing rights and obligations of citizens in the United States;
  - (j) critiquing leadership strategies through past and present examples of change-makers;
  - (k) planning and demonstrating some ways in which an active citizen can effect change in the community, state, nation, or world;
  - (l) evaluating citizens' and institutions' effectiveness in addressing social and political problems at the local, state, indigenous, national, or international government; and
  - (m) taking informed action to improve the student's community.

**B. Inquiry.**

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

(c) presenting adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies; and

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

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

(a) using disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place; and

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

[6.29.11.17 NMAC - Rp. 6.29.11.17, 12/14/2021]

**6.29.11.18 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL ECONOMICS AND PERSONAL FINANCE:**

**A. High school economics and personal finance.**

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

(a) applying understanding of economic concepts and systems to analyze decision-making and the interactions between consumers, businesses, governments, and societies;

(b) gathering and evaluating sources to explain the relationship between economic decisions and environmental consequences;

(c) using cost-benefit analysis or marginal analysis to evaluate an economic issue;

(d) evaluating how economic principles influence choices and can produce varied outcomes for different individuals or groups;

(e) explaining how and why people make choices to improve their economic well-being;

(f) evaluating the market value of income earned through wages and other activities associated with saving and investing;

(g) comparing the costs and benefits of saving, using credit, or making certain types of financial investments; and

(h) evaluating how and why individuals choose to accept risk, reduce risk, or transfer risk to others.

(2) The student shall demonstrate an understanding of economic systems and models by:

(a) analyzing the production, distribution, and consumption of goods and services;

(b) evaluating economic theories for their compatibility with democracy;

(c) comparing the advantages and disadvantages of major economic systems found around the world;

(d) critiquing inequalities that exist in economic systems;

(e) using economic data to evaluate the positive and negative aspects of American capitalism in relation to other economic systems;

(f) analyzing how national and global economic trends and policies impact the state and local economies in New Mexico;

(g) critiquing the impact of globalization on New Mexico and its citizens;

(h) evaluating the impact of environmental externalities on New Mexican communities; and

(i) evaluating opportunities for economic diversification that can significantly impact state and local conditions.

(3) The student shall demonstrate an understanding of money and markets by:

(a) explaining how buyers and sellers interact to create markets and market structures;

(b) evaluating how a variety of factors and conditions in a market determine price and the allocation of scarce goods and resources;

(c) evaluating the role played by competition in the market;

(d) evaluating the role of financial institutions in a market economy;

(e) analyzing the role of money in the economy;

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- (f) critiquing specific government policies or regulations initiated to improve market outcomes and the consequences, intended and unintended, experienced by individuals, businesses, communities, and states;
  - (g) generating possible explanations for a government role in markets when market inefficiencies exist;
  - (h) evaluating the causes and implications of market failures;
  - (i) explaining how governments establish the rules and institutions in which markets operate at the local, state, tribal, national, and international levels;
  - (j) using economic indicators and data to analyze the health of the national economy in relation to other countries;
  - (k) evaluating how fiscal and monetary policy choices have economic consequences for different stakeholders in a variety of economic conditions;
  - (l) evaluating foreign and domestic issues related to United States economic growth overtime; and
  - (m) explaining the effect of advancements in technology and training on economic growth and standards of living.
- (4) The student shall demonstrate an understanding of global economy by:
- (a) explaining how current globalization trends and policies affect economic growth, labor, markets, rights of citizens, the environment, and resource and income distribution in different nations;
  - (b) explaining how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations;
  - (c) evaluating how geography, demographics, industry structure, and the rules of economic institutions influence a nation's economic development;
  - (d) analyzing why a country might participate in global trade;
  - (e) connecting how trade agreements between nations have short- and long-term effects; and
  - (f) constructing an argument about how global interdependence impacts individuals, institutions, or societies based on documented evidence.
- (5) The student shall demonstrate an understanding of personal finance decision-making by:
- (a) evaluating strategies individuals use to manage emotions impacting financial decisions;
  - (b) recognizing the responsibilities associated with personal finance decisions, including requirements of contractual obligations;
  - (c) assessing the impact of individual values and behaviors on financial decisions and goals;
  - (d) researching ways online transactions, online banking, email scams, and telemarketing calls can make a person vulnerable to identity theft;
  - (e) analyzing a paycheck and identifying the difference between gross and net income based on various ways tax form W-4 is completed;
  - (i) identifying voluntary (i.e., retirement contributions) and involuntary deductions (i.e., payroll taxes) and how they impact net income;
  - (ii) exploring how federal, state, and local tax deductions are used and benefit a student's way of life;
  - (iii) analyzing the impact of tax liability on income including potential deductions and credits that will impact state and federal income tax;
  - (iv) evaluating types of taxes (e.g., progressive or regressive) and earned benefits with eligibility criteria (e.g., social security, medicare, or medicaid);
  - (v) researching income limits and tax filing software provided for free on IRS free file;
  - (vii) practicing the tax filing process and understand tax forms most commonly used by teenage workers (i.e., W2, 1099 NEC)
  - (f) preparing a budget or spending plan that depicts varying sources of income, a planned saving strategy, taxes, and other sources of fixed and variable spending.
  - (g) assessing ways workers are compensated in different industries and sectors (i.e., fringe benefits, wages, pension plan, independent contractors, freelance, hourly or salaried);



- (h) comparing financial institutions service providers, and alternative financial institutions (e.g., banks, credit unions, challenger banks, online banks, investment and brokerage firms, mortgage brokers, small loan companies, online financial institutions, or loan agencies);
- (i) explaining what an installment loan is, identifying examples, and exploring how it can cause users to fall into a cycle of debt;
- (ii) explaining what a revolving loan is, identifying examples, and exploring how it can cause users to fall into a cycle of debt;
- (iii) exploring loan regulation and usage rates across the country;
- (iv) calculating the total cost of repaying a loan under various rates of interest and over different time periods; and
- (v) calculating and comparing the costs of traditional loan interest rates to loans from alternative financial institutions (i.e., small loan companies);
- (i) comparing and contrasting the benefits of pay yourself first and living paycheck to paycheck strategies on financial outcomes;
- (i) analyzing how inflation and cost of living impact consumer purchasing and saving power;
- (ii) comparing and contrasting different sources of active and passive income, savings, and investment vehicles; and
- (iii) comparing and contrasting the opportunity cost and reward of basic saving options (e.g., savings accounts, money market accounts, or certificates of deposit);
- (j) explaining what a checking and savings account are used for, including:
  - (i) understanding the variety of ways for depositing and withdrawing funds in a checking account;
  - (ii) comparing the checking and savings account fees and services offered at various financial institutions;
  - (iii) identifying strategies to prevent incurring unnecessary banking fees;
- (k) analyze uses of credit that provide financial and personal benefits;
- (i) predicting why someone would make a purchase using credit instead of cash;
- (ii) analyzing the costs associated with a credit card using the schumer box;
- (iii) evaluating options for payment on credit cards and the consequences of each option;
- (iv) analyzing a credit card bill and determining what payment(s) is necessary to avoid all interest charges and fees;
- (v) understanding national trends in student debt and explaining the differences between different federal and private loans;
- (iv) identifying various strategies students can use to finance higher education and how to access student aid through completion of the free application for federal student aid (FAFSA);
- (v) identifying steps to prepare for student loan repayment and understand the different loan repayment options available;
- (vi) explaining what a mortgage is, why most Americans require one to finance a home, and the challenges of financing mortgages on tribal land;
- (vii) using a mortgage calculator to explore how down payment, credit score, interest rate, and term all impact the total cost of buying a home, including closing costs, private mortgage insurance, and escrow accounts;
- (viii) distinguishing between fixed- and adjustable-rate mortgages; and
- (ix) identifying concepts and strategies to employ for using credit products to build higher credit scores and minimize or eliminate the associated costs of using credit;
- (m) explaining how investing may build wealth and help meet financial goals (e.g., stocks, bonds, mutual funds, retirement savings options, or real estate);
  - (i) illustrating the power of compounding to highlight the importance of investing at a young age;
  - (ii) exploring how investing principles such as diversification, time horizon, and risk tolerance should be applied to various circumstances;
  - (iii) calculating the cost of various investment fees (expense ratios, sales loads, advisor fees) over long periods of time and low-fee options such as index funds;

- (iv) researching the various ways in which current high school students can be capitalizing on retirement products (i.e., custodial roth IRAs) for their own personal gain;
- (v) demonstrating how to buy and sell investments;
- (vi) explaining what it means to own stock and how you can make money from it;
- (vii) identifying the risk of investing your money in the stock market; and
- (viii) understanding the importance of estimating how much you will need for retirement;
- (n) reading a credit report, including:
  - (i) understanding the importance of reviewing one's credit report and the steps to take to find and dispute errors;
  - (ii) describing how a credit score impacts the ability to borrow money and at what rate;
  - (iii) understanding the implications of a thin file and how students can build credit and improve their score; and
  - (iv) understanding which people or organizations may review your credit report and why.

**B. Inquiry.**

- (1) The student shall demonstrate an understanding of constructing compelling and supporting questions by:
    - (a) creating compelling questions representing key ideas within the disciplines; and
    - (b) developing supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.
  - (2) The student shall demonstrate an understanding of gathering and evaluating sources by:
    - (a) gathering relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection; and
    - (b) evaluating the credibility of a source by examining how experts value the source.
  - (3) The student shall demonstrate an understanding of developing claims by:
    - (a) identifying evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence to revise or strengthen claims; and
    - (b) refining claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
  - (4) The student shall demonstrate an understanding of communicating and critiquing conclusions by:
    - (a) constructing arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses;
    - (b) constructing explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose;
    - (c) presenting adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies; and
    - (d) critiquing the use of claims and evidence in arguments for credibility.
  - (5) The student shall demonstrate an understanding of taking informed action by:
    - (a) using disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place; and
    - (b) applying a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.
- [6.29.11.18 NMAC - Rp. 6.29.11.18, 12/14/2021]

**6.29.11.19 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL GEOGRAPHY:**

**A. High school geography.**

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

**B. Inquiry.**

- (1) The student shall demonstrate an understanding of constructing compelling and supporting questions by:
- (a) creating compelling questions representing key ideas within the disciplines; and



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

**C. Geography.**

- (1) The student shall demonstrate an understanding of location, place, and region by:
- (a) identifying the military bases and weapons testing sites in New Mexico; and
  - (b) giving examples of the different types of sites and activities that would make people want to tour aspects of New Mexico.
- (2) The student shall demonstrate an understanding of movement, population, and systems by summarizing the impacts that artists have had on New Mexico, and why so many artists choose to live in New Mexico.
- (3) The student shall demonstrate an understanding of human-environmental interactions and sustainability by:
- (a) examining the changes in the plains of New Mexico as irrigation and cattle ranches expand into the territory;
  - (b) analyzing the pros and cons of New Mexico's role in the production of uranium fueled weapons built during the cold war; and
  - (c) analyzing how New Mexicans maintain an agricultural industry being that we are one of the driest states in the country.

**D. History.**

- (1) The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by:
- (a) connecting various disputes that occur as a result of Article X being stricken from the treaty of Guadalupe Hidalgo;
  - (b) describing the introduction of the Chinese population into New Mexico;
  - (c) assessing the changes of the land and society initiated by the railroad system, along with the immigrant population it brought to the New Mexican territory;
  - (d) explaining how the Homestead Act of 1862 impacted the demographics of New Mexico;
  - (e) evaluating efforts from the people of New Mexico to become a state, and analyzing outside perspectives to the entrance of New Mexico as a state;
  - (f) interpreting data or evidence to conduct periodization of key events and contributions by key people to the events that occurred during the early 20th century; and
  - (g) demonstrating contextualization and interpretation of key events that took place within Native American communities during the civil rights era.
- (2) The student shall demonstrate an understanding of causes and consequences by:
- (a) examining the causes and effects of the civil war, and the battles that ensued within New Mexico;
  - (b) explaining how the Homestead Act of 1862 impacted the demographics of New Mexico;
  - (c) probing the beginnings of the Native American boarding school system, and the ramifications that it had on indigenous communities in New Mexico and abroad;
  - (d) analyzing the causes and effects of the dust bowl in New Mexico, and how it changed or eliminated communities in New Mexico;
  - (e) demonstrating ability to use relevant historical evidence to synthesize information regarding the impact of nuclear weapons on people around the world;
  - (f) demonstrating historical causation by using multiple perspectives to conduct historical analysis of the civil rights era in New Mexico.
- (3) The student shall demonstrate an understanding of historical thinking by:
- (a) determining why it was necessary for the United States to purchase the land acquired by the Gadsden purchase, instead of obtaining it by warfare;
  - (b) demonstrating historical argumentation by using various resources and perspectives to show the impact of World War II on the people of New Mexico, and the impact that our citizens had on the war;
  - (c) identifying the beginnings of the arms race between the Soviet Union and the United States;

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(d) uncovering what types of activities took place, and what products were produced at Los Alamos national laboratory and Sandia national lab during the cold war and beyond;

(e) using multiple perspectives to conduct historical analysis of how water management has changed over the centuries in New Mexico; and

(f) developing an argument showing the importance of preserving historical sites and New Mexico's resources.

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

(a) examining the different perspectives from the peoples of New Mexico, and the United States at the time of annexation;

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

(c) determining the role of race and racism in the acts of land redistribution during the territorial period; and

(d) appraising the value of New Mexico's historical sites to New Mexico's culture.

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

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

(b) contextualizing the struggles toward statehood by including the resistance of the Hispanic population to newcomers and the participation of all ethnic populations in the Spanish American war, prior to becoming a state of the United States;

(c) contrasting the rights given to people that live within a territory versus a state;

(d) giving examples of how New Mexicans played an active role in military service during the Korean and Vietnam Wars;

(e) comparing organizations engaged in civil rights work; and

(f) demonstrating interpretation of critical changes in New Mexico's segregation laws.

**E. Ethnic, cultural, and identity standards.** The student shall demonstrate an understanding of diversity and identity by demonstrating knowledge of their family history and cultural background and describing how their own identity is informed and shaped by their membership in multiple identity groups.

**F. Inquiry.**

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

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

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

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

(a) gathering relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection; and

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

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

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

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

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

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

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

- (c) presenting adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies; and
  - (d) critiquing the use of claims and evidence in arguments for credibility.
- (5) The student shall demonstrate an understanding of taking informed action by:
- (a) using disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place; and
  - (b) applying a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.
- [6.29.11.20 NMAC - Rp. 6.29.11.20, 12/14/2021]

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

**A. High school United States history.**

- (1) The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by:
- (a) determining the importance and utility of rights versus responsibilities;
  - (b) determining the characteristics of a revolution and evaluate the American revolution as compared to the French and Haitian revolutions;
  - (c) examining the short- and long-term impact of settlers, pioneers, frontiersman, and homesteaders on the United States and on sovereign indigenous nations;
  - (d) analyzing the persistence of the “lost cause of the confederacy” narrative and its long term effects;
  - (e) evaluating whether the civil war was a “war to free the slaves,” and how successfully the war contributed to the liberation of enslaved people;
  - (f) evaluating the long-term consequences of the end of reconstruction and the rise of Jim Crow on formerly enslaved people and their descendants;
  - (g) comparing and contrasting global historical reconciliation and reparations efforts (Denazification, Australia Mabo Case/Terra Nullius) with reconstruction;
  - (h) examining immigration policy in the United States over time;
  - (i) evaluating what an efficient, equitable, and just economic system would look like in the United States;
  - (j) examining contemporary labor struggles and populist movements in the United States and around the world;
  - (k) exploring the short- and long-term effects of the Jim Crow era on African Americans in the north and the south;
  - (l) determining the effectiveness of post-colonial institutions in ameliorating the effects of colonial rule;
  - (m) examining the ethics of the suppression of civil liberties during times of conflict and war, past and present;
  - (n) analyzing the role of the United States in the world and the balance of foreign and domestic priorities;
  - (o) determining the utility or futility of war;
  - (p) exploring the ongoing conflict between traditionalism and modernity in American society today, making connections to the movements, ideas and experiences of the past;
  - (q) comparing and contrasting the conflict between traditionalism and modernity during this period with examples around the world, such as Weimar Germany;
  - (r) assessing the degree to which new deal programs have been maintained or dismantled over time;
  - (s) evaluating the impact of new deal programs and policies on diverse groups of people in America, including African Americans and indigenous peoples;
  - (t) determining the effectiveness of the United States government in averting and responding to similar economic disasters;
  - (u) analyzing the similarities, differences, and connections between the racial social order in the United States and Germany during this period;

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- (v) exploring the ethics of and arguments for and against the use of nuclear weapons, past and present;
  - (w) exploring the legacy of “othering” in the United States, including boarding schools, internment camps, and detention centers;
  - (x) examining the short- and long-term effects of CIA involvement in Latin America;
  - (y) analyzing the impact of red scare ideology on social movements and activists in the United States;
  - (z) researching and analyzing issues related to race relations in the United States since the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965;
  - (aa) examining the evolution of McCarthyism from the red scare to COINTELPRO;
  - (bb) evaluating the influence of 1960s cultural and artistic movements from past to present day;
  - (cc) assessing the short- and long-term social and political impacts of conservatism in the United States on diverse groups of people;
  - (dd) examining the short- and long-term impacts of criminal justice policy implemented during the presidencies of Ronald Reagan and Bill Clinton;
  - (ee) examining the push-pull relationship between progressivism and conservatism in America over time;
  - (ff) evaluating whether the cold war definitively ended in 1991;
  - (gg) examining the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future;
  - (hh) analyzing the current state and health of American democracy and creating an action plan to protect American democracy; and
  - (ii) examining anti-immigrant sentiment in the United States over time and the experiences of diverse immigrant groups, past and present.
- (2) The student shall demonstrate an understanding of causes and consequences by:
- (a) examining the course and consequences of the Columbian exchange;
  - (b) describing the evolution and short and long-term consequences of racialized labor and caste systems, such as encomienda and slavery in Spanish and Portuguese America;
  - (c) analyzing how various indigenous nations changed as a result of European settler colonialism;
  - (d) examining the involvement of indigenous nations in the colonial wars and evaluate the consequences for their societies;
  - (e) investigating the causes and effects of the revolutionary war on diverse groups of people in the United States;
  - (f) evaluating the social, political, and economic causes and effects of the system of racialized slavery and caste in the United States;
  - (g) evaluating the social, political, and economic causes and short- and long-term effects of United States territorial expansion;
  - (h) examining the ways in which the United States acquired new territories, including purchases, annexation, treaties, and war;
  - (i) explaining the importance of the transportation revolution of the 19th century;
  - (j) analyzing the effects of industrial growth throughout antebellum America;
  - (k) describing the role of slavery in the economies of the industrialized North and the agricultural south, explaining reasons for the rapid growth of slavery in southern states, the Caribbean islands, and South America after 1800, and analyzing how banks, insurance companies, and other institutions profited directly or indirectly from the slave trade and slave labor;
  - (l) analyzing critical policies and events leading to the civil war and connections among them;
  - (m) explaining how conflicts over slavery led the north and south to war;
  - (n) analyzing the short- and long-term effects of the end of the civil war and reconstruction period;
  - (o) explaining the various causes of the industrial revolution;
  - (p) making connections among the important consequences of the industrial revolution;



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- (q) analyzing social, political, and economic reasons groups migrated to and within the United States, including push and pull factors;
  - (r) analyzing the causes and course of the growing role of the United States in world affairs from the civil war to World War I;
  - (s) distinguishing between the long-term causes and triggering events that led the United States into World War I;
  - (t) explaining the course and significance of Woodrow Wilson's wartime diplomacy, including his fourteen points, the league of nations, and the failure of the treaty of Versailles;
  - (u) assessing how new technology in transportation, communication, and finance impacted American society;
  - (v) describing the multiple causes and consequences of the global depression of the 1930s;
  - (w) assessing the impact and legacy of new deal relief, recovery, and reform programs;
  - (x) analyzing the events that led to World War II, the major battles of the war and its consequences, and the conferences of allied leaders following the war;
  - (y) explaining the rise of fascism and the forms it took in Germany and Italy, including ideas and policies that led to the holocaust;
  - (z) explaining the reasons for American involvement in World War II and the key actions and events leading up to declarations of war against Japan and Germany;
  - (aa) assessing the social, political, and economic transformation of the United States during World War II.;
  - (bb) examining the factors that contributed to the cold war;
  - (cc) evaluating the policy of containment as a response by the United States to Soviet expansionist policies;
  - (dd) analyzing how United States foreign policy during the Cold War shaped conflicts in Asia and the Americas;
  - (ee) analyzing the roots of domestic communism and anti-communism in the 1950s, the origins and consequences of, and the resistance to McCarthyism;
  - (ff) researching and analyzing resistance to integration in white communities, protests to end segregation, and supreme court decisions on civil rights; and
  - (gg) analyzing how communist economic policies and United States-sponsored resistance to Soviet military and diplomatic initiatives contributed to the fall of the Berlin wall in 1989 and the dissolution of the Soviet Union in 1991.
- (3) The student shall demonstrate an understanding of critical consciousness and perspectives by:
- (a) explaining the ways that indigenous nations expressed and transmitted their beliefs and values;
  - (b) comparing and contrasting the different ways in which indigenous people have resisted, survived, and adapted to maintain their patterns of community life;
  - (c) comparing and contrasting the short- and long-term causes and effects of settler colonialism versus classic colonialism;
  - (d) examining diverse stories of adaptation and resistance to systems of oppression including colonialism and slavery;
  - (e) evaluating the impact of the key ideals and principles outlined in the foundational documents of the United States on diverse groups of people, including Native Americans and enslaved Africans;
  - (f) analyzing the convergence of the expansion of colonialism through territorial acquisition and the expansion of chattel slavery in acquired territory;
  - (g) explaining the causes and effects of this convergence on diverse people within the territories, indigenous peoples, enslaved Africans, people on the borderlands, immigrants;
  - (h) exploring forms of resistance, adaptation and cultural preservation practiced by enslaved and colonized peoples during this period;
  - (i) assessing the impact of federal policy toward indigenous nations;
  - (j) exploring the similarities and differences between reform movements in the United States in the early to mid-19th century;

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- (k) identifying the ways in which diverse groups of people participated in the civil war, including women and African Americans;
- (l) exploring African American economic, political, and sociocultural (educational, artistic, literary) responses to emancipation and reconstruction;
- (m) identifying the ways in which gender and sexuality were changing and unchanged during the 19th century;
- (n) evaluating the effects of the entry of women into the workforce after the civil war and analyze women's political organizations;
- (o) analyzing the consequences of the continuing westward expansion of the American people after the civil war and evaluate the impact of the 14th Amendment on Native peoples and Asian and European immigrant men and women;
- (p) examining the ways that the great migration changed America, exploring the ways that African Americans adapted and resisted;
- (q) examining the ways in which art, journalism, literature, and cultural artifacts served as forms of resistance and contributed to the anti-imperialist movement;
- (r) examining the legacy and evolution of turn of the century imperialism, including the short- and long-term effects in Latin America, Asia, and the Pacific;
- (s) evaluating major reform movements and reformers during the progressive era;
- (t) evaluating the inclusivity and exclusivity of progressive era reform movements;
- (u) analyzing the campaign for, and the opposition to, women's suffrage in the late 19th and early 20th centuries;
- (v) analyzing the strategies of African Americans to achieve basic civil rights in the early 20th century;
- (w) examining the role of colonial peoples, women, indigenous peoples and African Americans during World War I;
- (x) exploring the arts, entrepreneurship, and philanthropy of the Harlem renaissance and its connections to the great migration;
- (y) evaluating the passage of the 19th amendment from the perspective of diverse groups in American society including white women, African American women, Native Americans, and Asian Americans;
- (z) examining the ways in which gender and sexuality norms changed and stayed the same in 1920s America;
- (aa) examining the lives and experiences of Mexicans during the 1930s and the relationship of the United States to Mexico;
- (bb) evaluating the short- and long-term consequences of the war on diverse groups, such as African Americans, Native Americans, Hispanic Americans, Japanese Americans, and Japanese nationals;
- (cc) examining the ways in which gender roles changed and stayed the same for women during the war;
- (dd) analyzing state-sponsored persecution and "othering" including anti-semitism and homophobia;
- (ee) analyzing the impact of the Vietnam war on the Vietnamese people and on the United States;
- (ff) exploring the impact of the cold war on indigenous peoples around the world;
- (gg) comparing and contrasting the communist red scare with the lavender scare;
- (hh) analyzing the origins, evolution, and goals of the African American civil rights movement and Black Power Movement;
- (ii) analyzing the causes, course, and impact on American politics and society of new social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation;
- (jj) evaluating the significance of the 1990 American Disability Act;
- (kk) exploring the movement against police brutality;
- (ll) examining the experiences and activism of the LGBTQIA+ community during this period, including the AIDS epidemic, social movements, resistance, and hate crimes;
- (mm) creating an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans; and

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(nn) evaluating the effects of the representation of diverse people in the United States government including race, gender, sexual orientation, and disability.

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

- (a) explaining the common elements of indigenous societies;
- (b) analyzing facets of indigenous social, political, and economic organization;
- (c) analyzing relationships between indigenous peoples and Spanish, English, French, and Dutch colonizers;
- (d) examining the interactions between English colonizers and indigenous peoples in the 13 Colonies;
- (e) describing the constitutional convention, the roles of specific individuals, and their conflicts and compromises;
- (f) exploring the key ideals and principles outlined in the foundational documents of the United States;
- (g) analyzing major factors that determined the outcome of the civil war;
- (h) exploring the efforts of the federal government and African Americans to forge a new political and social order after emancipation;
- (i) explaining what progressivism meant in the early 20th century through the ideas, actions, and experiences of progressive leaders;
- (j) analyzing the governmental policies of the progressive period, determine which problems they were designed to solve, and assess long and short-term effectiveness;
- (k) analyzing the role and conduct of the United States during the war;
- (l) examining the conflict between traditionalism and modernity as manifested in the major political and economic events in the first two decades of the 20th century;
- (m) summarizing the diplomatic and military policies on the war in Vietnam of Presidents Eisenhower, John F. Kennedy, Lyndon Johnson, and Richard Nixon;
- (n) evaluating accomplishments of the civil rights movement and how they served as a model for later feminist, disability, and gender rights movements of the 20th and 21st centuries;
- (o) analyzing the important policies and events that took place during the presidencies of John F. Kennedy, Lyndon Johnson, and Richard Nixon;
- (p) analyzing the presidency of Ronald Reagan (1981–1989) and the rise of the conservative movement in American politics;
- (q) analyzing some of the major technological and social trends and issues of the late 20th and early 21st centuries;
- (r) evaluating the effectiveness of the federal government’s response to international terrorism in the 21st century;
- (s) examining contemporary civil rights struggles;
- (t) analyzing United States government policies to reduce climate disruption; and
- (u) comparing and contrasting the response and plan of the United States government during the Covid-19 pandemic with the AIDS epidemic and the 1918 influenza.

**B. Inquiry.**

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

- (a) creating compelling questions representing key ideas within the disciplines; and
- (b) developing supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.

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

- (a) gathering relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection; and

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

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

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

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

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

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

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

(c) presenting adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies; and

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

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

(a) using disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place; and

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

[6.29.11.21 NMAC - Rp. 6.29.11.21, 12/14/2021]

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

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

(1) assessing options for individual and collective action to address local, regional, and global problems;

(2) applying a range of strategies and procedures to make decisions and take action in classrooms, schools, and out-of-school civic contexts; and

(3) evaluating methods people use to create, change, expand, or oppose systems of power or authority.

**B. Economics.**

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

(a) evaluating the impact of global interconnectedness on international economic stability and growth; and

(b) analyzing how national and global economic trends and policies impact the state and local economies in New Mexico.

**C. Geography.**

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

(2) The student shall demonstrate an understanding of movement, population, and systems by identifying, evaluating, and explaining the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, cultural practices and traits, language, artifacts, methods, technologies, and diseases across space and over time.

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

**D. History.**

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

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

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

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- (c) identifying patterns of continuity and change over time in world history, focusing on patterns within and between historical eras;
  - (d) examining how historical events and developments were shaped by unique circumstances of time and place, and broader historical contexts; and
  - (e) identifying how individuals, groups, and events in New Mexico's history that have influenced or were influenced by events in world history.
- (2) The student shall demonstrate an understanding of causes and consequences by:
- (a) identifying and evaluating multiple causes and effects of historical events within world history;
  - (b) distinguishing between long- and short-term causes in developing historical interpretations; and
  - (c) identifying contemporary global issues that influence or are influenced by New Mexicans.
- (3) The student shall demonstrate an understanding of historical thinking by:
- (a) analyzing and evaluating the values and limitations of primary and secondary sources of information, including digital, with attention to the source, its context, reliability, and usefulness;
  - (b) effectively using and integrating evidence from a variety of diverse sources to evaluate and develop historical claims; and
  - (c) synthesizing historical information to create new understandings.
- (4) The student shall demonstrate an understanding of critical consciousness and perspectives by:
- (a) using a variety of source materials to compare and contrast treatments of the same topic;
  - (b) examining historical events from the perspectives of diverse groups, including indigenous people, regional, racial, ethnic, class, and gender; and
  - (c) analyzing and evaluating multiple points of view to explain the ideas and actions of individuals and groups.
- (5) The student shall demonstrate an understanding of power dynamics, leadership, and agency by:
- (a) using historical thinking skills to evaluate historical and contemporary sources of information relating to local, regional, and global problems, and identify challenges and opportunities faced by those trying to address these problems;
  - (b) investigating cultural and historical developments within societies with attention to belief systems, ideologies, the arts, science, and technology; and
  - (c) analyzing the complex relationship between dominant cultures and minority groups throughout world history, including constructions of race, ethnicity, gender, nationality, class or religion, reactions, and long-term effects of oppression.

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

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

**F. Inquiry.**

- (1) The student shall demonstrate an understanding of constructing compelling and supporting questions by creating compelling questions representing key ideas in world history.
- (2) The student shall demonstrate an understanding of gathering and evaluating sources by:
  - (a) evaluating the credibility of sources from a range of media (print, internet, audio, visual) by examining origin, author, context, content, and corroborative value; and
  - (b) gathering relevant information from credible sources representing a wide range of views and noting inconsistencies in the information.
- (3) The student shall demonstrate an understanding of developing claims by:
  - (a) developing claims and analyzing counterclaims about the significance of historical events using evidence that draws directly and substantively from multiple sources; and

(b) analyzing evidence to detect inconsistencies within the evidence to revise or strengthen claims.

(4) The student shall demonstrate an understanding of communicating and critiquing conclusions by presenting arguments and explanations that reach a range of audiences using print and oral technologies (e.g. posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g. internet, social media, digital documentary).

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

(a) evaluating historical and contemporary sources of information relating to local, regional, and global problems and identifying challenges and opportunities faced by those trying to address these problems;

(b) assessing options for individual and collective action to address local, regional, and global problems; and

(c) applying a range of strategies and procedures to make decisions and take action in classrooms, schools, and out-of-school civic contexts.

[6.29.11.22 NMAC - Rp. 6.29.11.22, 12/14/2021]

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

**A. Ethnic, cultural, and identity studies.**

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

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

(b) identifying and analyzing cultural, differently abled, ethnic, gender, national, political, racial, and religious identities, and related perceptions and behaviors by society of these identities;

(c) identifying and exploring how current traditions, rites, and norms of identity groups have or are changing over time; and

(d) assessing how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.

(2) The student shall demonstrate an understanding of identity in history by:

(a) comparing and contrasting the various origins (including indigenous, forced, voluntary) of identity groups in the United States;

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

(c) examining the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.

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

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

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

(c) evaluating the role of racial social constructs in the structures and functions of a 21st century American society.

**B. Inquiry.**

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

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

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

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

(a) gathering relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection; and

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

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- (3) The student shall demonstrate an understanding of developing claims by:
- (a) identifying evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence to revise or strengthen claims; and
  - (b) refining claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
- (4) The student shall demonstrate an understanding of communicating and critiquing conclusions by:
- (a) constructing arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses;
  - (b) constructing explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose;
  - (c) presenting adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies; and
  - (d) critiquing the use of claims and evidence in arguments for credibility.
- (5) The student shall demonstrate an understanding of taking informed action by:
- (a) using disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place; and
  - (b) applying a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.
- [6.29.11.23 NMAC - Rp. 6.29.11.23, 12/14/2021]

**HISTORY OF 6.29.11 NMAC: [RESERVED]**

6.29.11 NMAC, Social Studies, filed 6/30/2009, was repealed and replaced by 6.29.11 NMAC, Social Studies, effective 12/14/2021.