



The American Vision: Modern Times ©2010

New Mexico Public Education Department
Social Studies Curriculum Framework
9-12 US History and Geography



SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS

Citation 1 Basic
Knowledge

Citation 2
Application

Citation 3
Analysis

I. UNITED STATES HISTORY

STUDENTS ARE ABLE TO IDENTIFY IMPORTANT PEOPLE AND EVENTS IN ORDER TO ANALYZE SIGNIFICANT PATTERNS, RELATIONSHIPS, THEMES, IDEAS, BELIEFS, AND TURNING POINTS IN NEW MEXICO, UNITED STATES, AND WORLD HISTORY IN ORDER TO UNDERSTAND THE COMPLEXITY OF THE HUMAN EXPERIENCE.

I-A. Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction.

I-A(1). Analyze the impact and changes that Reconstruction had on the historical, political and social developments of the United States.

149-5-6

148-Primary Source

142-Analyzing
History

I-A(2). Analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution, to include:

I-A(2)a. innovations in technology, evolution of marketing techniques, changes to the standard of living, and the rise of consumer culture

370-Technology and
History

373-Analyzing
Visuals

375-Critical
Thinking

SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

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I-A(2)b. rise of business leaders and their companies as major forces in America (e.g., John D. Rockefeller, Andrew Carnegie)	195-3	197-Analyzing Visuals	199-Critical Thinking
I-A(2)c. development of monopolies and their impact on economic and political policies (e.g., laissez-faire economics, trusts, trust busting)	186-4	300-5	303-Document-Based Questions
I-A(2)d. growth of cities (e.g., influx of immigrants, rural-to-urban migrations, racial and ethnic conflicts that resulted)	214-1	219-Document-Based Questions	219-Interpreting
I-A(2)e. efforts of workers to improve working conditions (e.g., organizing labor unions, strikes, strike breakers)	201-Analyzing Visuals	205-Reading Check	207-Persuasive Writing
I-A(2)f. rise and effect of reform movements (e.g., Populists, William Jennings Bryan, Jane Addams, muckrakers)	245-1	245-Reading Check	247-Persuasive Writing
I-A(2)g. conservation of natural resources (e.g., the Grand Canyon, Yellowstone, Anasazi ruins at Mesa Verde, Colorado, National Reclamation Act of 1902)	304-1-2	305-Reading Check	305-Document-Based Questions
I-A(2)h. progressive reforms (e.g., the national income tax, direct election of senators, women's suffrage, prohibition).	292-1	299-Reading Check	299-Big Ideas
I-A(3). Analyze the United States' expanding role in the world during the late 19th and 20th centuries, to include:			
I-A(3)a. causes for a change in foreign policy from isolationism to interventionism	475-1	475-Reading Check	479-Expository Writing
I-A(3)b. causes and consequences of the Spanish American War	268-1	269-Analyzing Visuals	273-Document-Based Questions
I-A(3)c. expanding influence in the Western Hemisphere (e.g., the Panama Canal, Roosevelt Corollary added to the Monroe Doctrine, the "Big Stick" policy, "Dollar Diplomacy")	279-5	281-Analyzing Visuals	283-Critical Thinking
I-A(3)d. events that led to the United States' involvement in World War I	326-1	325-Document-Based Questions	327-Critical Thinking
I-A(3)e. United States' rationale for entry into WWI and impact on military process, public opinion and policy	326-1	325-Document-Based Questions	327-Critical Thinking
I-A(3)f. United States' mobilization in WWI (e.g., its impact on politics, economics, and society)	328-1	329-Analyzing Visuals	333-Critical Thinking
I-A(3)g. United States' impact on the outcome of World War I	338-4	345-Analyzing	341-Document-Based Questions
I-A(3)h. United States' role in settling the peace (e.g., Woodrow Wilson, Treaty of Versailles, League of Nations, Senator Henry Cabot Lodge, Sr.).	342-1-2	343-Infographic	357-Extended Response

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I-A(4). Analyze the major political, economic, and social developments that occurred between World War I and World War II, to include:			
I-A(4)a. social liberation and conservative reaction during the 1920s (e.g., flappers, prohibition, the Scopes trial, Red Scare)	378-6	379-Analyzing Visuals	381-Persuasive Writing
I-A(4)b. causes of the Great Depression (e.g., over production, under consumption, credit structure)	404-1-2	404-Infographic	405-Expository Writing
I-A(4)c. rise of youth culture in the “Jazz Age”	378-6	381-Summarizing	385-Big Ideas
I-A(4)d. development of mass/popular culture (e.g., rise of radio, movies, professional sports, popular literature)	384-3	384-Analyzing Visuals	385-Big Ideas
I-A(4)e. human and natural crises of the Great Depression, (e.g., unemployment, food lines, the Dust Bowl, western migration of Midwest farmers)	407-1	410-Analyzing Geography	402-Analyzing History
I-A(4)f. changes in policies, role of government, and issues that emerged from the New Deal (e.g., the Works programs, Social Security, challenges to the Supreme Court)	424-5-6	427-Analyzing Time Lines	431-Analyzing Charts
I-A(4)g. role of changing demographics on traditional communities and social structures.	502-Primary Source	501-Analyzing Visuals	393-Synthesizing
I-A(5). Analyze the role of the United States in World War II to include:			
I-A(5)a. reasons the United States moved from a policy of isolationism to involvement after the bombing of Pearl Harbor	477-4	479-Expository Writing	478-Hypothesizing
I-A(5)b. events on the home front to support the war effort (e.g., war bond drives, mobilization of the war industry, women and minorities in the work force)	488-4	501-Analyzing Visuals	529-Document-Based Questions
I-A(5)c. major turning points in the war (e.g., the Battle of Midway, D-Day Invasion, dropping of atomic bombs on Japan).	516-1-3	519-Reading Check	529-Document-Based Questions
I-A(6). Analyze the development of voting and civil rights for all groups in the United States following Reconstruction, to include:			
I-A(6)a. intent and impact of the 13th, 14th, and 15th Amendments to the Constitution	137-2	145-Reading Check	142-Analyzing History
I-A(6)b. segregation as enforced by Jim Crow laws following Reconstruction	250-6	250-Reading Check	251-Document-Based Questions
I-A(6)c. key court cases (e.g., Plessy v. Ferguson, Brown v. Board of Education of Topeka, Roe v. Wade)	250-9	251-Document-Based Questions	625-Document-Based Questions

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I-A(6)d. roles and methods of civil rights advocates (e.g., Martin Luther King, Jr., Malcolm X, Rosa Parks, Russell Means, César Chávez)	626-Turning Point	645-Document-Based Questions	651-Extended Response
I-A(6)e. the passage and effect of the voting rights legislation on minorities (e.g., 19th Amendment, role of Arizona Supreme Court decision on Native Americans and their disenfranchisement under Arizona constitution and subsequent changes made in other state constitutions regarding their voting rights [New Mexico 1962], 1964 Civil Rights Act, Voting Act of 1965, 24th Amendment)	638-1	639-Reading Check	638-Analyzing Visuals
I-A(6)f. impact and reaction to the efforts to pass the Equal Rights Amendment	689-2	689-Document-Based Questions	691-Persuasive Writing
I-A(6)g. rise of Black Power, Brown Power, American Indian Movement, United Farm Workers.	644-6	645-Document-Based Questions	697-Expository Writing
I-A(7). Analyze the impact of World War II and the Cold War on United States foreign and domestic policy, to include:			
I-A(7)a. origins, dynamics, and consequences of the Cold War tensions between the United States and the Soviet Union	534-4	552-Analyzing Visuals	563-Extended Response
I-A(7)b. new role of the United States as a world leader (e.g., Marshall Plan, NATO)	540-4	541-4	545-Explaining
I-A(7)c. need for, establishment, and support of the United Nations	524-5	525-Document-Based Questions	525-Synthesizing
I-A(7)d. implementation of the foreign policy of containment, including the Truman Doctrine	540-3	539-Document-Based Questions	545-Explaining
I-A(7)e. Red Scare (e.g., McCarthyism, House Un-American Activities Committee, nuclear weapons, arms race)	546-1	547-Analyzing Visuals	553-Critical Thinking
I-A(7)f. external confrontations with communism (e.g., the Berlin Blockade, Berlin Wall, Bay of Pigs, Cuban Missile Crisis, Korea, Vietnam)	541-Primary Source	545-Categorizing	659-Document-Based Questions
I-A(7)g. Sputnik and the space race	604-3	604-Technology and History	556-Analyzing History
I-A(7)h. image of 1950s affluent society	572-2	574-Reading Check	579-Analyzing Visuals
I-A(7)i. political protests of Vietnam Conflict (War)	667-4	667-Analyzing Visuals	675-Descriptive Writing
I-A(7)j. counter culture in the 1960s.	684-4	684-Reading Check	685-Reading Check

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I-A(8). Analyze the impact of the post-Cold War Era on United States foreign policy, to include:			
I-A(8)a. role of the United States in supporting democracy in Eastern Europe following the collapse of the Berlin Wall	786-3	786-Analyzing Visuals	767-Descriptive Writing
I-A(8)b. new allegiances in defining the new world order	764-3	796-Reading Check	797-Expository Writing
I-A(8)c. role of technology in the information age.	775-Technology	777-Organizing	776-Reading
I-A(9). Explain how United States history represents a framework of knowledge and skills within which to understand the complexity of the human experience, to include:			
I-A(9)a. analyze perspectives that have shaped the structures of historical knowledge	T24-1	236-Debates in History	305-Document-Based Questions
I-A(9)b. describe ways historians study the past	R36-2	R19-1	221-Document-Based Questions
I-A(9)c. explain connections made between the past and the present and their impact.	96-Making Connections	279-Making Connections	161-Making Connections
II. GEOGRAPHY STUDENTS UNDERSTAND HOW PHYSICAL, NATURAL, AND CULTURAL PROCESSES INFLUENCE WHERE PEOPLE LIVE, THE WAYS IN WHICH PEOPLE LIVE, AND HOW SOCIETIES INTERACT WITH ONE ANOTHER AND THEIR ENVIRONMENTS.			
II-A. Analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills, and perspectives, and apply them to explain the past, present, and future in terms of patterns, events, and issues.			
II-A(1). Evaluate and select appropriate geographic representations to analyze and explain natural and man-made issues and problems.	GH2-1	183-Analyzing Geography	14-Analyzing Geography
II-A(2). Understand the vocabulary and concepts of spatial interaction, including an analysis of population distributions and settlements patterns.	GH12-1	217-Analyzing Visuals	760-Analyzing Geography
II-B. Analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships, and patterns of change.			
II-B(1). Analyze the interrelationships among natural and human processes that shape the geographic connections and characteristics of regions	158-1-2	159-Analyzing Geography	161-Making Connections
II-B(2). Analyze how the character and meaning of a place is related to its economic	584-Past and Present	585-Making Connections	391-Analyzing Visuals
II-B(3). Analyze and evaluate changes in regions and recognize the patterns and causes of those changes (e.g.	502-5	503-Analyzing Geography	760-Analyzing Geography

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II-B(4). Analyze and evaluate why places and regions are important to human identity (e.g.	388-1-2	228-2	228-Analyzing Geography
II-C. Analyze the impact of people, places, and natural environments upon the past and present in terms of our ability to plan for the future.			
II-C(1). Analyze the fundamental role that geography has played in human history (e.g., the Russian winter on the defeat of Napoleon's army and the same effect in World War II).	138-2-5	662-Analyzing Geography	516-Analyzing Geography
II-C(2). Compare and contrast how different viewpoints influence policy regarding the use and management of natural resources.	304-1-2	307-Reading Check	305-Document-Based Questions
II-C(3). Analyze the role that spatial relationships have played in effecting historic events.	14-1	795-National Geographic	789-Analyzing Geography
II-C(4). Analyze the use of and effectiveness of technology in the study of geography.	GH13-1	GH13-Practicing Skills	
II-D. Analyze how physical processes shape the Earth's surface patterns and biosystems.			
II-D(1). Analyze how the Earth's physical processes are dynamic and interactive.	410-1	797-Describing	731-Analyzing Visuals
II-D(2). Analyze the importance of ecosystems in understanding environments.	731-1	731-Analyzing Visuals	
II-D(3). Explain and analyze how water is a scarce resource in New Mexico, both in quantity and quality.			
II-D(4). Explain the dynamics of the four basic components of the Earth's physical systems (atmosphere, biosphere, lithosphere, and hydrosphere).	731-1	731-Reading Check	
II-E. Analyze and evaluate how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.			
II-E(1). Analyze the factors influencing economic activities (e.g., mining, ranching, agriculture, tribal gaming, tourism, high tech) that have resulted in New Mexico's population growth.	165-4-5	159-Analyzing Geography	
II-E(2). Analyze the effects of geographic factors on major events in United States and world history.	138-2-5	662-Analyzing Geography	516-Analyzing Geography
II-E(3). Analyze the interrelationships among settlement, migration, population-distribution patterns, landforms, and climates in developing and developed countries.	214-2-3	217-Analyzing Visuals	789-Analyzing Geography

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II-E(4). Analyze how cooperation and conflict are involved in shaping the distribution of political, social and economic factors in New Mexico, United States, and throughout the world (e.g., land grants, border issues, United States territories, Israel and the Middle East, the former Soviet Union, and Sub-Saharan Africa).	790-Primary Source	791-Persuasive Writing	793-Document-Based Questions
II-E(5). Analyze how cultures shape characteristics of a region.	228-2	391-Analyzing Visuals	793-Document-Based Questions
II-E(6). Analyze how differing points of view and self-interest play a role in conflict over territory and resources (e.g., impact of culture, politics, strategic locations, resources).	272-Debates in History	305-Document-Based Questions	793-Document-Based Questions
II-E(7). Evaluate the effects of technology on the developments, changes to, and interactions of cultures.	794-2-3	777-Descriptive Writing	556-Analyzing History
II-F. Analyze and evaluate the effects of human and natural interactions in terms of changes in the meaning, use, distribution, and importance of resources in order to predict our global capacity to support human activity.			
II-F(1). Compare the ways man-made and natural processes modify the environment and how these modifications impact resource allocations.	731-Primary Source	161-Making Connections	305-Document-Based Questions
II-F(2). Analyze how environmental changes bring about and impact resources.	410-2	161-Making Connections	797-Expository Writing
II-F(3). Analyze the geographic factors that influence the major world patterns of economic activity, economic connections among different regions, changing alignments in world trade partners, and the potential redistribution of resources based on changing patterns and alignments.	795-National Geographic	796-Reading Check	796-Analyzing Visuals

SECTION II: OTHER RELEVANT CRITERIA

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3
A. Provides models, selections, activities and opportunities for responses that promote respect for all people regardless of race, color, creed, national origin, age, gender, language or disability.	7-Skill Practice	18-Additional Support	695-Additional Support

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B. Avoids stereotyping.	5-Reading Strategy	4-Skill Practice	115-Assess/Close
C. Learning objectives and instructional strategies are explicit for every lesson and every chapter.	702-Focus	704-Focus	34-Guide to Reading
D. Lesson objectives stated at the beginning of each lesson and are reinforced in a variety of ways.	704-Teach the Big Ideas	707-Hands-On	740-Resource Manager
E. The beginning of each lesson includes the questions students will be expected to answer at the conclusion of the lesson.	704-Section 1	711-Close	738-Teach the Big Ideas
F. Includes vocabulary list at the beginning of each lesson.	762-Content Vocabulary	769-Reviewing Vocabulary	774-Academic Vocabulary
G. A variety of cultural perspectives are used in content.	7-Skill Practice	18-Additional Support	640-Additional Support
H. Uses visual aids to identify concepts and relationships.	640-Teach	684-Writing Support	707-Critical Thinking
I. Uses visual aids to illustrate new words.	233-Skill Practice	240-Critical Thinking	334-Reading Strategy
J. Both content and graphic/visual aids represent the diverse populations of the world.	703-Skill Practice	792-Reading Strategy	695-Critical Thinking
K. Provides substantial support and resources for differentiated instruction, including (<i>score each item separately</i>):			
1.Clear, explicit instructions to students	502-Hands-On	557-Hands-On	R19-Critical Thinking
2.Explicit strategies for teachers	702-Connecting to Past Learning	555-Differentiated Instruction	570-Differentiated Instruction

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3
3. Review & guided practice to refine new skills	691-Close	707-Critical Thinking	708-Reading Strategy
4. Ongoing review & skill practice to refine previously acquired skills	735-Reviewing Main Ideas	734-Hands-On	765-Reading Strategy
L. Includes content and information that support a variety of approaches to instruction, including (<i>score each item separately</i>):			
1. Writing activities	789-Writing Support	796-Writing Support	801-Extended Response
2. Speaking activities	713-Additional Support	720-Hands-On	726-Additional Support
3. Project-based learning assignments	816-Hands-On	634-Additional Support	648-Hands-On
4. Interdisciplinary instruction	796-Hands-On	638-Additional Support	648-Hands-On
5. Thematic instruction across genres	648-Hands-On	665-Hands-On	687-Hands-On
6. Activities that elicit critical thinking, such as collaborative group work, writing, speaking, researching, and interviewing	658-Additional Support	665-Hands-On	689-Activity: Collaborative Learning
M. Provides material and support for explicitly teaching comprehension.	740-Resource Manager	738-Teach the Big Ideas	631-Differentiated Instruction

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N. Incorporates increasingly complex practice into lessons.	28-Skill Practice	53-Skill Practice	65-Skill Practice
O. Provides writing and speaking activities for students to make connections across reading selections, contemporary and classical culture, and their personal experiences. Some <i>examples</i> of this might include: → discussing/responding to open-ended prompts; → tracing cause and effect relationships; → comparing real life situations; → dramatizing, or; → tracing themes.	504-Additional Support	648-Hands-On	507-Close
P. Provides instructional support for the development of academic language and the practice of academic language through listening, reading, speaking/discussing, and writing.	59-Reading Strategy	744-Differentiated Instruction	611-Reading Strategy
Q. Extensive and varied opportunities to practice targeted skills.	28-Skill Practice	53-Skill Practice	65-Skill Practice