



World History: Modern Times ©2010

New Mexico Public Education Department
Social Studies Curriculum Framework
9-12 World 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. 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. (WORLD HISTORY) Analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present to develop an understanding of the complexity of the human experience.			
I-A(1). Describe and explain how the Renaissance and Reformation influenced education, art, religion, and government in Europe, to include:			
I-A(1)a. development of Renaissance artistic and literary traditions (e.g., Michelangelo, Leonardo da Vinci, Shakespeare)	162-2	172-People in History	168/169-Social History
I-A(1)b. development of Protestantism (e.g., Martin Luther, John Calvin)	176-1	177-Turning Point	178-People in History
I-A(1)c. religious conflict and persecutions (e.g., Spanish Inquisition).	136-11	221-1	220-Turning Point

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I-A(2). Analyze and evaluate the actions of competing European nations for colonies around the world and the impact on indigenous populations.	267-2	267-6	266-Turning Point
I-A(3). Explain and analyze revolutions (e.g., democratic, scientific, technological, social) as they evolved throughout the Enlightenment and their enduring effects on political, economic, and cultural institutions, to include:			
I-A(3)a. Copernican view of the universe and Newton's natural laws	304-8	305-Opposing Viewpoints	306-Turning Point
I-A(3)b. tension and cooperation between religion and new scientific discoveries	304-10	305-1	305-Opposing Viewpoints
I-A(3)c. impact of Galileo's ideas and the introduction of the scientific method as a means of understanding the universe	304-8	305-Opposing Viewpoints	308-Science, Technology & Society
I-A(3)d. events and ideas that led to parliamentary government (English Civil War, Glorious Revolution)	227-4	227-6	227-Reading Check
I-A(3)e. Enlightenment philosophies used to support events leading to American and French Revolutions	310-1	333-2	313-People in History
I-A(3)f. Napoleonic Era (e.g., codification of law)	363-4	363-Reading Check	364-Turning Point
I-A(3)g. Latin America's wars of independence.	472-3	475-Reading Check	478-Infographics
I-A(4). Analyze the pattern of historical change as evidenced by the Industrial Revolution, to include:			
I-A(4)a. conditions that promoted industrialization	378-2	378-6	381-Turning Point
I-A(4)b. how scientific and technological innovations brought about change	380-5	379-National Geographic	382-Science, Technology & Society
I-A(4)c. impact of population changes (e.g., population growth, rural-to-urban migrations, growth of industrial cities, emigration out of Europe)	378-3	383-7	379-National Geographic
I-A(4)d. evolution of work/business and the role of labor (e.g., the demise of slavery, division of labor, union movement, impact of immigration)	421-5	421-6	424-Reading Check

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I-A(4)e. political and economic theories of capitalism and socialism (e.g., Adam Smith, Karl Marx)	420-3	314-Infographics	420-History & Arts
I-A(4)f. status and roles of women and minorities.	426-9	427-Reading Check	425-Connecting to the United States
I-A(5). Analyze and evaluate the impact of 19th century imperialism from varied perspectives, to include:			
I-A(5)a. clash of cultures	468-10	471-Reading Check	706-People in History
I-A(5)b. British Empire expands around the world	452-2	453-Political Cartoons	469-National Geographic
I-A(5)c. nationalism (e.g., competition and conflict between European nations for raw materials and markets, acquisition of colonies in Africa and Asia, impact on indigenous populations).	450-4	451-Reading Check	451-National Geographic
I-A(6). Describe and analyze the geographic, political, economic, religious, and social structures of the civilizations of East Asia.	286-History & Arts	278-Turning Point	281- Infographics
I-A(7). Analyze and evaluate the causes, events, and effects of World War I, to include:			
I-A(7)a. rise of nationalism (e.g., unification of Germany, Otto Von Bismarck's leadership)	394-Main Idea	395-National Geographic	397-People in History
I-A(7)b. rise of ethnic and ideological conflicts (e.g., the Balkans, Austria-Hungary, decline of the Ottoman Empire)	399-6	567-1	566-History & Arts
I-A(7)c. major turning points and the importance of geographic, military, and political factors in decisions and outcomes	523-National Geographic	524-History & Arts	546-History & Arts
I-A(7)d. human costs of the mechanization of war (e.g., machine-gun, airplane, poison gas, submarine, trench warfare, tanks)	529-2	528-Science, Technology & Society	534/535-Social History
I-A(7)e. effects of loss of human potential through devastation of populations and their successive generations	529-3	547-5	547-6
I-A(7)f. effects of the Russian Revolution and the implementation of communist rule.	541-7	539-Turning Point	540-Infographics
I-A(8). Analyze and evaluate the causes, events, and impacts of World War II from various perspectives, to include:			
I-A(8)a. failures and successes of the Treaty of Versailles and the League of Nations	554-1	554-3	546-History & Arts
I-A(8)b. rise of totalitarianism (e.g., Nazi Germany's policies of European domination, Holocaust)	560-2	560-3	561-National Geographic

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I-A(8)c. political, diplomatic, and military leadership (e.g., Winston Churchill, Joseph Stalin, Franklin Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Francisco Franco)	562-5	563-Reading Check	562-Infographics
I-A(8)d. principal theaters of battle, major turning points, and geographic factors in military decisions and outcomes (e.g., Pearl Harbor, “island-hopping,” D-Day invasion, Stalingrad, atomic bombs dropped on Japan).	630-National Geographic	631-Reading Check	636/637-Geography & History
I-A(9). Analyze and evaluate international developments following World War II, the Cold War, and post-Cold War, to include:			
I-A(9)a. war crime trials	651-4		
I-A(9)b. creation of the state of Israel and resulting conflicts in the Middle East	760-3	762-4	761-National Geographic
I-A(9)c. rebuilding of Western Europe (e.g., Marshall Plan, NATO)	666-1	666-Reading Check	668-Turning Point
I-A(9)d. Soviet control of Eastern Europe (e.g., Warsaw Pact, Hungarian Revolt)	664-2	665-National Geographic	677-Writing About History
I-A(9)e. creation and role of the United Nations	651-1	809-2	816-Infographics
I-A(9)f. Mao Zedong and the Chinese Revolution (e.g., Long March, Taiwan, Cultural Revolution)	603-1	603-Reading Check	602-Infographics
I-A(9)g. national security in the changing world order	804-3	804-4	766-Connecting to the United States
I-A(9)h. technology’s role in ending the Cold War	696-5	668-Turning Point	670-Political Cartoons
I-A(9)i. fluidity of political alliances	650-2	651-Reading Check	650-National Geographic
I-A(9)j. new threats to peace	708-5	695-National Geographic	810-Infographics
I-A(9)k. reasons for the collapse of the Soviet Union and the end of the Cold War	695-3	696-Reading Check	697-Turning Point
I-A(9)l. use of technology in the Information Age.	802-1	803-2	803-Science, Technology & Society
I-A(10). Evaluate the ideologies and outcomes of independence movements in the emerging third world to include:			
I-A(10)a. French Indochina and the Vietnam War (e.g., the role of Ho Chi Minh)	785-4	595-Infographics	786-Turning Point
I-A(10)b. Mohandas Gandhi’s non-violence movement for India’s independence	596-2	596-6	597-Turning Point

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I-A(10)c. apartheid in South Africa and evolution from white minority government (e.g., Nelson Mandela, Desmond Tutu)	750-4	754-8	755-Turning Point
I-A(10)d. Middle East conflicts (Israel, Palestine, Egypt).	760-2	762-5	761-National Geographic
I-A(11). Analyze historical and modern-day policies of the Western Hemisphere, with emphasis on Mexico and Canada, to include:			
I-A(11)a. expansion of democracy in Western Hemisphere	725-Infographics	725-Reading Check	727-National Geographic
I-A(11)b. immigration and migration issues	814-7	814-Reading Check	728-Connecting in the United States
I-A(11)c. changes in foreign policy brings spiraling impact on each nation and international relations	709-4	726-6	727-National Geographic
I-A(11)d. trade.	731-1	733-Reading Check	725-National Geographic
I-A(12). Explain how world history presents a framework of knowledge and skills within which to understand the complexity of the human experience, to include:			
I-A(12)a. analyze perspectives that have shaped the structures of historical knowledge	4-1	5-National Geographic	
I-A(12)b. describe ways historians study the past	4-Main Idea	7-Contrast	
I-B. Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts.			
I-B(1). Understand how to use the skills of historical analysis to apply to current social, political, geographic, and economic issues.	R2-World Population	822-Meltdown	807-Food Prices
I-B(2). Apply chronological and spatial thinking to understand the importance of events.	355-Analyze Time Lines	395-National Geographic	679-National Geographic
I-B(3). Describe primary and secondary sources and their uses in research.	R31-Analyzing Primary Sources	150-Analyzing Primary Sources	151-Document Based Questions
I-B(4). Explain how to use a variety of historical research methods and documents to interpret and understand social issues (e.g., the friction among societies, the diffusion of ideas).	R32-Primary Sources & Literature Library	358-Analyzing Primary Sources	359-Document Based Questions
I-B(5). Distinguish “facts” from authors’ opinions and evaluate an author’s implicit and explicit philosophical assumptions, beliefs, or biases about the subject.	R16-Distinguishing Fact From Opinion	768-Analyzing Primary Sources	769-Document Based Questions
I-B(6). Interpret events and issues based upon the historical, economic, political, social, and geographic context of the participants.	R28-Interpreting Graphs	386-Analyzing Primary Sources	387-Document Based Questions
I-B(7). Analyze the evolution of particular historical and contemporary perspectives.	822-World Wide Wonder	404-History & Arts	404-Document Based Questions

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I-B(8). Explain how to use technological tools to research data, verify facts and information, and communicate findings.	R14-Applying the Skill	R15-Applying the Skill	R17-Applying the Skill
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.	804-1	806-1	649-Turning Point
II-A(2). Understand the vocabulary and concepts of spatial interaction, including an analysis of population distributions and settlements patterns.	102-Turning Point	506-National Geographic	728-Connecting to the United States
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	7-1	7-Reading Check	8/9-Social History
II-B(2). Analyze how the character and meaning of a place is related to its economic	280-4	280-5	281-Infographics
II-B(3). Analyze and evaluate changes in regions and recognize the patterns and causes of those changes (e.g.	458-Infographics	331-National Geographic	389-National Geographic
II-B(4). Analyze and evaluate why places and regions are important to human identity (e.g.	715-1	715-2	714-National Geographic
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).	631-4	367-2	366-National Geographic
II-C(2). Compare and contrast how different viewpoints influence policy regarding the use and management of natural resources.	608-3	610-Reading Check	762-National Geographic
II-C(3). Analyze the role that spatial relationships have played in effecting historic events.	522-1	523-National Geographic	537-National Geographic
II-C(4). Analyze the use of and effectiveness of technology in the study of geography.	195-3	4-1	197-Science, Technology & Society

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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.	10-1	10-2	11-National Geographic
II-D(2). Analyze the importance of ecosystems in understanding environments.	38-1	38-2	GH13-Ecosystems and Biodiversity
II-D(3). Explain and analyze how water is a scarce resource in New Mexico, both in quantity and quality.	e		
II-D(4). Explain the dynamics of the four basic components of the Earth's physical systems (atmosphere, biosphere, lithosphere, and hydrosphere).	GH12-Understanding Earth's Physical Systems		
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.			
II-E(2). Analyze the effects of geographic factors on major events in United States and world history.	26-National Geographic	665-National Geographic	636/637-Geography & History
II-E(3). Analyze the interrelationships among settlement, migration, population-distribution patterns, landforms, and climates in developing and developed countries.	814-7	814-8	814-Reading Check
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).	696-1	696-Reading Check	697-Turning Point
II-E(5). Analyze how cultures shape characteristics of a region.	96-History & Arts	146-Infographics	29-Infographics
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).	755-Turning Point	786-Turning Point	768/769-Analyzing Primary Sources
II-E(7). Evaluate the effects of technology on the developments, changes to, and interactions of cultures.	802-2	802-3	803-Science, Technology & Society
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.			

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II-F(1). Compare the ways man-made and natural processes modify the environment and how these modifications impact resource allocations.	806-5	806-6	806-Infographics
II-F(2). Analyze how environmental changes bring about and impact resources.	806-1	806-4	806-Infographics
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.	816-3	817-Reading Check	815-Infographics

SECTION II: OTHER RELEVANT CRITERIA

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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.	443-RS	682-WS	685-C
B. Avoids stereotyping.	684-EC	684-WS	743-AIC
C. Learning objectives and instructional strategies are explicit for every lesson and every chapter.	570-APS	588-ICI	640-MG
D. Lesson objectives stated at the beginning of each lesson and are reinforced in a variety of ways.	524-CT	524-RS	524-WS
E. The beginning of each lesson includes the questions students will be expected to answer at the conclusion of the lesson.	448-T	487-S3	521-S4

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F. Includes vocabulary list at the beginning of each lesson.	4-GTR	98-GTR	218-GTR
G. A variety of cultural perspectives are used in content.	50-CT	147-RS	504-EC
H. Uses visual aids to identify concepts and relationships.	763-DI	783-SP	804-SP
I. Uses visual aids to illustrate new words.	23-CT	30-DI	743-RS
J. Both content and graphic/visual aids represent the diverse populations of the world.	758-DI	759-AIC	794-SP
K. Provides substantial support and resources for differentiated instruction, including <i>(score each item separately)</i> :			
1. Clear, explicit instructions to students	61-WS	258-WS	790-WS
2. Explicit strategies for teachers	358-AI	383-AIC	392-ACL
3. Review & guided practice to refine new skills	115-C	141-WS	359-AC
4. Ongoing review & skill practice to refine previously acquired skills	495-C	535-DI	541-WS

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L. Includes content and information that support a variety of approaches to instruction, including (<i>score each item separately</i>):			
1. Writing activities	381-WS	529-WS	712-WS
2. Speaking activities	312-DI	717-AC	807-DI
3. Project-based learning assignments	417-HOCP	423-HOCP	433-HOCP
4. Interdisciplinary instruction	481-AEC	505-SP	539-AIC
5. Thematic instruction across genres	293-SP	303-SP	379-SP
6. Activities that elicit critical thinking, such as collaborative group work, writing, speaking, researching, and interviewing	392-ACL	398-SP	464-AEC
M. Provides material and support for explicitly teaching comprehension.	435-DI	805-DI	807-DI
N. Incorporates increasingly complex practice into lessons.	712-WS	713-ACL	713-DI

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<p>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:</p> <ul style="list-style-type: none"> → discussing/responding to open-ended prompts; → tracing cause and effect relationships; → comparing real life situations; → dramatizing, or; → tracing themes. 	200-DI	205-C	499-RS
<p>P. Provides instructional support for the development of academic language and the practice of academic language through listening, reading, speaking/discussing, and writing.</p>	226-RS	241-C	277-RS
<p>Q. Extensive and varied opportunities to practice targeted skills.</p>	530-DCE	540-AI	565-AIC