New Mexico Social Studies

Grades 9, 10, 11, 12

Adopted 2022

High School Civics

Inquiry

23. Construct Compelling and Supporting Questions HS.C.23
    1. Create compelling questions representing key ideas within the disciplines. 9-12.CIV.1
    2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge. 9-12.CIV.2
24. Gather and Evaluate Sources HS.C.24
    3. Gather 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. 9-12.CIV.3
    4. Evaluate the credibility of a source by examining how experts value the source. 9-12.CIV.4
25. Develop Claims HS.C.25
    5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. 9-12.CIV.5
    6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. 9-12.CIV.6

Skip to main content

26. Communicate and Critique Conclusions HS.C.26

    7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. 9-12.CIV.7

    8. Construct 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 their purpose. 9-12.CIV.8

    9. Present 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 and oral technologies and digital technologies. 9-12.CIV.9

    10. Critique the use of claims and evidence in arguments for credibility. 9-12.CIV.10

27. Take Informed Action HS.C.27

    11. Use 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. 9-12.CIV.11

    12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts. 9-12.CIV.12

Civics

Skip to main content

1. Civic and Political Institutions HS.C.1
    13. Distinguish the powers and responsibilities of local, state, Indigenous, national, and international civic and political institutions. 9-12.CIV.13
    14. Develop claims about the purpose, processes, strengths, and weaknesses of the U.S. government. 9-12.CIV.14
    15. Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time. 9-12.CIV.15
    16. Analyze the role of groups without formal decision-making power in influencing change in the U.S. government. 9-12.CIV.16
    17. Evaluate multiple sources and cite evidence investigating the relationships between equality, equity, justice, freedom, human rights, and order in U.S. representative democracy. 9-12.CIV.17
    18. Investigate relationships among governments, civil societies, and economic markets. 9-12.CIV.18
    19. Distinguish historical and current types and systems of government in the United States and in diverse regions in the world. 9-12.CIV.19
    20. Use data and evidence from multiple perspectives related to federal policy toward Indigenous groups to develop an understanding of Indigenous/U.S. relations over time. 9-12.CIV.20
    21. Evaluate the way America's the United States' founding principles and constitutional structures have influenced initiatives and revisions to foreign policy over time. 9-12.CIV.21
    22. Research multiple sources to think critically about how the United States conducts itself in international relations and how international standards affect U.S. domestic policy. 9-12.CIV.22

Skip to main content

2. Processes, Rules, and Laws HS.C.2
    23. Analyze the U.S. Constitution and its founding principles. 9-12 CIV.23
    24. Evaluate procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. 9-12.CIV.24
    25. Evaluate sources to determine how people use and challenge local, state, national, and international laws to address a variety of public issues. 9-12.CIV.25
    26. Evaluate public policies in terms of intended and unintended outcomes and related consequences. 9-12.CIV.26
    27. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good and protecting civil and human rights. 9-12.CIV.27
    28. Evaluate the U.S. justice system over time and its impacts on policy, society, economics, and individual rights. 9-12.CIV.28
    29. Explain the unique features and processes of New Mexico's constitution. 9-12.CIV.29
    30. Evaluate the contributions of New Mexico's diverse populations to its governmental structure and outcomes. 9-12.CIV.30
    31. Investigate challenges and opportunities within and between different government entities in New Mexico. 9-12.CIV.31
3. Civic Dispositions and Democratic Principles HS.C.3
    32. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. 9-12.CIV.32
    33. Analyze civic virtues and principles, governance, and the role of the people in creating a government "of the people, by the people, and for the people" at all levels of government. 9-12.CIV.33
    34. Apply civic dispositions and democratic principles when working with others. 9-12.CIV.34
    35. Analyze founding documents and their impact on national unity over time. 9-12.CIV.35
    36. Evaluate the tensions between personal interests, different cultural groups, and civic responsibilities or the common good over time. 9-12.CIV.36

Skip to main content

4. Roles and Responsibilities of a Civic Life HS.C.4

    37. Participate in civil discourse to promote greater understanding around historical, contemporary, and future opportunities and obstacles. 9-12.CIV.37

    38. Use historical data and evidence related to various actors' interests and motivations to determine their influence on contemporary issues. 9-12.CIV.38

    39. Evaluate how fundamental U.S. principles have been interpreted over time and how they currently shape policy debates. 9-12.CIV.39

    40. Develop strategies for evaluating multiple perspectives about current events and policy issues. 9-12.CIV.40

    41. Analyze historic inequalities and evaluate proposed solutions to correct them. 9-12.CIV.41

    42. Apply 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. 9-12.CIV.42

    43. Evaluate sources and determine potential bias in the media and how that impacts government decision making. 9-12.CIV.43

    44. Evaluate the effects of diverse ideologies and the process of political socialization on oneself and society. 9-12.CIV.44

    45. Analyze rights and obligations of citizens of the United States. 9-12.CIV.45

    46. Critique leadership strategies through past and present examples of change-makers. 9-12.CIV.46

    47. Plan and demonstrate some ways in which an active citizen can effect change in the community, state, nation, or world. 9-12.CIV.47

    48. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and international government. 9-12.CIV.48

    49. Take informed action to improve your community. 9-12.CIV.49

High School Economics

Inquiry

23. Construct Compelling and Supporting Questions HS.E.23

    1. Create compelling questions representing key ideas within the disciplines. 9-12.ECON.1

    2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge. 9-12.ECON.2

Skip to main content

24. Gather and Evaluate Sources HS.E.24

    3. Gather 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. 9-12.ECON.3

    4. Evaluate the credibility of a source by examining how experts value the source. 9-12.ECON.4

25. Develop Claims HS.E.25

    5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. 9-12.ECON.5

    6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. 9-12.ECON.6

26. Communicate and Critique Conclusions HS.E.26

    7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. 9-12.ECON.7

    8. Construct 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 their purpose. 9-12.ECON.8

    9. Present 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 and oral technologies and digital technologies. 9-12.ECON.9

    10. Critique the use of claims and evidence in arguments for credibility. 9-12.ECON.10

27. Take Informed Action HS.E.27

    11. Use 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. 9-12.ECON.11

    12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts. 9-12.ECON.12

Economics/Personal Financial Literacy

Skip to main content

5. Economic Decision Making HS.E.5
    13. Apply understanding of economic concepts and systems to analyze decision making and the interactions between consumers, business, government, and societies. 9-12.ECON.13
    14. Gather and evaluate sources to explain the relationship between economic decisions and environmental consequences. 9-12.ECON.14
    15. Use cost-benefit analysis and marginal analysis to evaluate an economic issue. 9-12.ECON.15
    16. Evaluate how economic principles influence choices and can produce varied outcomes for different individuals or groups. 9-12.ECON.16
    17. Evaluate the market value of income earned through wages and other activities associated with saving and investing. 9-12.ECON.17
7. Economic Systems and Models HS.E.7
    18. Analyze the production, distribution, and consumption of goods and services. 9-12.ECON.18
    19. Evaluate economic theories for their compatibility with democracy. 9-12.ECON.19
    20. Compare the advantages and disadvantages of major economic systems found around the world. 9-12.ECON.20
    21. Critique inequalities that exist in economic systems. 9-12.ECON.21
    22. Use economic data to evaluate the positive and negative aspects of U.S. capitalism in relationship to other economic systems. 9-12.ECON.22
    23. Analyze how national and global economic trends, practices, and policies impact the state and local economies in New Mexico. 9-12.ECON.23
    24. Critique the impact of globalization on New Mexico and its citizens. 9-12.ECON.24
    25. Evaluate the impact of environmental externalities in New Mexico's communities. 9-12.ECON.25
    26. Evaluate opportunities for economic diversification that can significantly impact state and local conditions. 9-12.ECON.26

Skip to main content

8. Money and Markets HS.E.8
    27. Explain how buyers and sellers interact to create markets and market structures. 9-12.ECON.27
    28. Evaluate how a variety of factors and conditions in a market determine price and the allocation of scarce goods and resources. 9-12.ECON.28
    29. Evaluate the role played by competition in the market. 9-12.ECON.29
    30. Evaluate the role of financial institutions in a market economy. 9-12.ECON.30
    31. Analyze the role of money in the economy. 9-12.ECON.31
    32. Critique specific government policies or regulations initiated to improve market outcomes and the consequences, both intended and unintended experienced by individuals, business, communities, and states. 9-12.ECON.32
    33. Generate possible explanations for a government role in markets when market inefficiencies exist. 9-12.ECON.33
    34. Evaluate the causes and implications of market failures. 9-12.ECON.34
    35. Explain how governments establish the rules and institutions in which markets operate at the local, state, tribal, national, and international levels. 9-12.ECON.35
    36. Use economic indicators and data to analyze the health of the U.S. economy in relation to other countries. 9-12.ECON.36
    37. Evaluate how fiscal and monetary policy choices have economic consequences for different stakeholders in a variety of economic conditions. 9-12.ECON.37
    38. Evaluate foreign and domestic issues related to U.S. economic growth over time. 9-12.ECON.38
    39. Explain the effect of advancements in technology and training on economic growth and standards of living across diverse groups and circumstances. 9-12.ECON.39
9. Global Economy HS.E.9
    40. Explain how current globalization trends and policies affect economic growth, labor, markets, rights of citizens, the environment, and resource and income distribution in different nations. 9-12.ECON.40
    41. Explain how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations. 9-12.ECON.41
    42. Evaluate how geography, demographics, industry structure, and the rules of economic institutions influence a nation's economic development. 9-12.ECON.42
    43. Analyze why a country might participate in global trade. 9-12.ECON.43
    44. Connect how trade agreements between nations have short-and long-term effects. 9-12.ECON.44
    45. Construct an argument about how global interdependence impacts individuals, institutions, and societies based on documented evidence. 9-12.ECON.45

Skip to main content

10. Personal Financial Literacy HS.E.10

    46. Explain how and why people make choices to improve their economic well-being. 9-12.ECON.46

    47. Compare the costs and benefits of saving, using credit, and or making certain types of financial investments. 9-12.ECON.47

    48. Evaluate how and why individuals choose to accept risk, reduce risk, or transfer risk to others. 9-12.ECON.48

    49. Investigate ways that personal information is fraudulently obtained. 9-12.ECON.49

    50. Identify voluntary (e.g., retirement contributions) and involuntary deductions (e.g., payroll taxes) and how they impact net income. 9-12.ECON.50

    51. Prepare a budget or spending plan that depicts varying sources of income, a planned saving strategy, taxes, and other sources of fixed and variable spending. 9-12.ECON.51

    52. Evaluate options for payment on credit cards and the consequences of each option. 9-12.ECON.52

    53. Describe how a credit score impacts the ability to borrow money and at what rate. 9-12.ECON.53

    54. Identify 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). 9-12.ECON.54

    55. Calculate the total cost of repaying a loan under various rates of interest and over different time periods. 9-12.ECON.55

    56. Explain what a mortgage is, why most Americans require one to finance a home, and the challenges of financing mortgages on tribal land. 9-12.ECON.56

    57. Explain how investing may build wealth and help meet financial goals (e.g., stocks, bonds, mutual funds, retirement savings options, real estate). 9-12.ECON.57

    58. Explain various types of insurance and the purpose of using insurance to protect financial interests. 9-12.ECON.58

High School Geography

Inquiry

23. Construct Compelling and Supporting Questions HS.G.23

    1. Create compelling questions representing key ideas within the disciplines. 9-12.GEO.1

    2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge. 9-12.GEO.2

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24. Gather and Evaluate Sources HS.G.24

    3. Gather 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. 9-12.GEO.3

    4. Evaluate the credibility of a source by examining how experts value the source. 9-12.GEO.4

25. Develop Claims HS.G.25

    5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. 9-12.GEO.5

    6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. 9-12.GEO.6

26. Communicate and Critique Conclusions HS.G.26

    7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, Communicate and while acknowledging counterclaims and evidentiary weaknesses. Critique Conclusions 9-12.GEO.7

    8. Construct 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 their purpose. 9-12.GEO.8

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    11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, Informed Action 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. 9-12.GEO.11

    12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts. 9-12.GEO.12

Geography

Skip to main content

11. Geographic Representations and Reasoning HS.G.11
    13. Analyze the characteristics and purposes and uses of geographic tools, knowledge, and skills. 9-12.GEO.13
    14. Create maps to display and explain the spatial patterns of culture and environment. 9-12.GEO.14
    15. Interpret geographic characteristics of cultures, economies, and political systems. 9-12.GEO.15
    16. Analyze geographic representations to explain changes over time. 9-12.GEO.16
    17. Apply geographic knowledge and geospatial skills to interpret the past and present to make informed decisions. 9-12.GEO.17
12. Location, Place, and Region HS.G.12
    18. Interpret the reciprocal relationship between physical, geographical locations and the patterns and processes humans create within them. 9-12.GEO.18
    19. Evaluate the process of place-making and the development of place-based identity. 9-12.GEO.19
    20. Explain the distinguishing features of formal, functional, and perceptual regions. 9-12.GEO.20
13. Movement, Population, and Systems HS.G.13
    21. Explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at local, national, and global scales. 9-12.GEO.21
    22. Evaluate the causes, characteristics, and impact of diffusion: the spread of ideas, religion, beliefs, cultural practices and traits, language, artifacts, methods, technologies, and diseases over time. 9-12.GEO.22
    23. Describe how human systems, perceptions, and identities shape places and regions over time. 9-12.GEO.23
    24. Analyze and predict how location, place, and region impact the evolution of human perspectives and identities. 9-12.GEO.24
    25. Describe how particular historical events and developments shape human processes and systems in a given place or region over time. 9-12.GEO.25
    26. Predict future social, political, economic, cultural, religious, spiritual, and environmental opportunities as well as obstacles associated with movement, population, decision making, and perspectives in a given place or region. 9-12.GEO.26

Skip to main content

14. Human-Environmental Interactions and Sustainability HS.G.14

    27. Develop reasoned ethical judgments about people, places, events, phenomena, ideas, or developments, and determine appropriate ways to respond. 9-12.GEO.27

    28. Analyze shifting U.S. government environmental policies and regulations in response to changing human-environmental interactions. 9-12.GEO.28

    29. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration. 9-12.GEO.29

    30. Assess the reciprocal relationship between the physical environment and culture within local, national, and global scales. 9-12.GEO.30

    31. Evaluate how economic globalization and the scarcity of resources contribute to conflict and cooperation within and among countries. 9-12.GEO.31

    32. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources. 9-12.GEO.32

    33. Assess how social, economic, political, and environmental developments at global, national, regional and local levels affect the sustainability of modern and traditional cultures. 9-12.GEO.33

High School New Mexico History

Inquiry

23. Construct Compelling and Supporting Questions HS.NMH.23

    1. Create compelling questions representing key ideas within the disciplines. 9-12.NMH.1

    2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge. 9-12.NMH.2

24. Gather and Evaluate Sources HS.NMH.24

    3. Gather 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. 9-12.NMH.3

    4. Evaluate the credibility of a source by examining how experts value the source. 9-12.NMH.4

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    5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. 9-12.NMH.5

    6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. 9-12.NMH.6

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    9. Present 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. 9-12.NMH.9

    10. Critique the use of claims and evidence in arguments for credibility. 9-12.NMH.10

27. Take Informed Action HS.NMH.27

    11. Use 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. 9-12.NMH.11

    12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts. 9-12.NMH.12

History

15. Historical Change, Continuity, Context, and Reconciliation HS.NMH.15

    13. Connect various disputes that occurred as a result of Article X being stricken from the Treaty of Guadalupe Hidalgo. 9-12.NMH.13

    18. Assess the changes of the land and society initiated by the railroad system, along with the immigrant population it brought to the New Mexico territory. 9-12.NMH.18

    27. Evaluate efforts by the people of New Mexico to become a state and analyze outside perspectives to the entrance of New Mexico as a state. 9-12.NMH.27

    30. Interpret data and evidence to conduct periodization of key events and contributions by key people to the events that occurred during the early 20th century. 9-12.NMH.30

    38. Analyze the civil rights era in New Mexico using multiple perspectives. 9-12.NMH.38

Skip to main content

16. Cause and Consequence HS.NMH.16
    19. Examine the causes and effects of the Civil War and the battles that ensued within New Mexico. 9-12.NMH.19
    20. Explain how the Homestead Act of 1862 impacted the demographics of New Mexico. 9-12.NMH.20
    21. Probe the beginnings of the boarding school system and its ramifications on Indigenous communities in New Mexico and abroad. 9-12.NMH.21
    31. Analyze the causes and effects of the Dust Bowl in New Mexico and how it changed or eliminated communities. 9-12.NMH.31
17. Historical Thinking HS.NMH.17
    32. Demonstrate 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 the state's citizens and resident populations had on the war. 9-12.NMH.32
    33. Examine the development of the first atomic bomb and the dawn of the nuclear age born in New Mexico. 9-12.NMH.33
    37. Explain the importance of military research and testing facilities in New Mexico during the Cold War and today. 9-12.NMH.37
    44. Analyze multiple perspectives of how water use, policy, and management has changed over the centuries in New Mexico. 9-12.NMH.44
    45. Evaluate the importance of preserving historical sites, culture, and New Mexico's resources. 9-12.NMH.45
18. Critical Consciousness and Perspectives HS.NMH.18
    14. Dissect the Treaty of Guadalupe Hidalgo and evaluate how the different people of New Mexico were addressed and impacted by the document. 9-12.NMH.14
    22. Evaluate the role of race and racism in the acts of land redistribution during the territorial period. 9-12.NMH.22
19. Power Dynamics, Leadership, and Agency HS.NMH.19
    15. Examine the rights that were guaranteed to New Mexico citizens in Article IX of the Treaty of Guadalupe Hidalgo and the reason why Article X would have been stricken. 9-12.NMH.15
    23. Contextualize the struggles toward statehood by including the Hispanic and Indigenous populations' resistance to newcomers. 9-12.NMH.23
    28. Compare and contrast the liberties of people living within a territory vs. a state. 9-12.NMH.28
    39. Compare organizations engaged in civil rights work. 9-12.NMH.39
20. Diversity and Identity HS.NMH.20
    16. Assess 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. 9-12.NMH.16

Skip to main content

Civics

1. Civic and Political Institutions HS.NMH.1

    24. Compare and contrast the similarities and differences between the three branches of the federal and state governments. 9-12.NMH.24

2. Processes, Rules, and Laws HS.NMH.2

    25. Analyze the requirements for statehood. 9-12.NMH.25

3. Civic Dispositions and Democratic Principles HS.NMH.3

    26. Define sovereignty and explore how tribal sovereignty has been interpreted over time by Indigenous peoples and distinguish ways in which the different tribes in New Mexico conduct governmental affairs. 9-12.NMH.26

Economics/Personal Financial Literacy

5. Economic Decision Making HS.NMH.5

    29. Discuss the sequence of events that led to the Great Depression and the implementation of New Deal programs in New Mexico, including the efficacy of the programs for different communities. 9-12.NMH.29

    40. Analyze the private and public industries that have impacted New Mexico's economy. 9-12.NMH.40

    41. Evaluate the main sources of income for Indigenous populations and how they might be different. 9-12.NMH.41

9. Global Economy HS.NMH.9

    34. Summarize how the United States and Soviet Union emerged from World War II as superpowers and articulate the difference between communism and capitalism. 9-12.NMH.34

Geography

12. Location, Place, and Region HS.NMH.12

    35. Explain the impact of the military bases and weapons testing sites in New Mexico as influenced by World War II and the Cold War. 9-12.NMH.35

    42. Give examples of the different types of sites and activities that would make people want to tour aspects of New Mexico 9-12.NMH.42

14. Human-Environmental Interactions and Sustainability HS.NMH.14

    17. Examine the changes in the plains of New Mexico as irrigation and cattle ranches expanded into the territory. 9-12.NMH.17

    36. Analyze the pros and cons of New Mexico's role in the production of uranium-fueled weapons built during the Cold War. 9-12.NMH.36

    43. Analyze how New Mexicans maintain an agricultural industry given that they live in one of the driest states in the country. 9-12.NMH.43

Skip to main content

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Skip to main content

History

Skip to main content

15. Historical Change, Continuity, Context, and Reconciliation HS.US.15

    13. Evaluate the long-term consequences of the end of Reconstruction and the rise of Jim Crow on formerly enslaved people and their descendants in all regions of the country. 9-12.US.13

    22. Examine immigration policy in the United States. 9-12.US.22

    23. Evaluate the following concerning the economic system of the United States: efficiency, equity, equality, and justice. 9-12.US.23

    24. Examine labor struggles and populist movements in the United States and compare to other movements around the world. 9-12.US.24

    36. Examine U.S. imperialist policies and practices. 9-12.US.36

    37. Analyze the influence of cultural, literary, and artistic movements between 1890 and 1920. 9-12.US.37

    43. Examine the ethics of the suppression of civil liberties and human rights during times of conflict and war, past and present. 9-12.US.43

    44. Analyze the role of the United States in the world and the balance of foreign and domestic priorities. 9-12.US.44

    45. Analyze the influence of cultural, literary, and/or artistic movements during the Progressive Era and World War I. 9-12.US.45

    58. Explore the change between traditionalism and modernity in U.S. society in the past and compare it to today. 9-12.US.58

    68. Evaluate New Deal programs and their impact on diverse groups of people in America. 9-12.US.68

    69. Analyze the influence of cultural, literary, and/or artistic movements between 1929 and 1941. 9-12.US.69

    75. Analyze the similarities, differences, and connections between the racial social order in the United States, Germany, and other countries during World War II. 9-12.US.75

    76. Analyze the influence of cultural, literary, and artistic movements during World War II. 9-12.US.76

    77. Explore the legacy of "othering" in the United States, including boarding schools, internment camps, and detention centers. 9-12.US.77

    89. Examine the short-and long-term effects of Central Intelligence Agency involvement in Latin America. 9-12.US.89

    90. Analyze the impact of Cold War rhetoric and ideology on social movements and activists in the United States. 9-12.US.90

    101. Examine how evolving global and domestic understanding of and respect for universal human rights affected the development of the civil rights movement in the United States. 9-12.US.101

    102. Analyze 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. 9-12.US.102

    103. Evaluate the role of McCarthyism on the civil rights movement. 9-12.US.103

Skip to main content

104. Evaluate the influence of 1960s cultural and artistic movements from past to present day. 9-12.US.104

111. Assess the short-and long-term social and political impacts of conservatism and liberalism in the United States. 9-12.US.111

112. Examine the short-and long-term impacts of criminal justice policy implemented during the presidencies of Ronald Reagan and Bill Clinton 9-12.US.112

113. Examine the push-pull relationship between liberalism and conservatism in the United States over time. 9-12.US.113

114. Evaluate whether the Cold War definitively ended in 1991. 9-12.US.114

123. Analyze the influence of cultural, literary, and artistic movements between 2008 and the present. 9-12.US.123

124. Analyze major trends, issues, and advances to address healthcare disparities in the past, present, and future. 9-12.US.124

Skip to main content

16. Cause and Consequence HS.US.16

    14. Analyze the short-and long-term effects of the end of the Civil War and Reconstruction period. 9-12.US.14

    25. Examine the impact of the end of the Civil War on the settlement of the West and on the relationships between the United States and the Indigenous nations in the West. 9-12.US.25

    26. Explain the various causes of the Industrial Revolution. 9-12.US.26

    27. Evaluate the consequences of the Industrial Revolution. 9-12.US.27

    28. Analyze social, political, and economic reasons groups migrated to and within the United States, including push and pull factors. 9-12.US.28

    38. Analyze the causes and course of the growing role of the United States in world affairs from the Civil War to World War I. 9-12.US.38

    46. Distinguish between the long-term causes and triggering events that led the United States into World War I. 9-12.US.46

    47. Explain the course and significance of Woodrow Wilson's wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles Treaty. 9-12.US.47

    59. Assess how new technology in transportation, communication, and finance impacted U.S. society. 9-12.US.59

    70. Describe the multiple causes and consequences of the global and the U.S. depression of the 1930s. 9-12.US.70

    71. Assess the impact and legacy of New Deal relief, recovery, and reform programs. 9-12.US.71

    78. Explain the reasons for U.S. involvement in World War II and the key actions and events leading up to declarations of war against Japan and Germany 9-12.US.78

    79. Explain the rise of fascism and the forms it took in Germany and Italy, including ideas and policies that led to the Holocaust, also known as Shoah. 9-12.US.79

    80. Analyze the events that led to World War II, the major battles of the war, use of nuclear weapons, and the Holocaust, also known as Shoah. 9-12.US.80

    81. Analyze the consequences of World War II, including the conferences of Allied leaders following the war and the development of human rights. 9-12.US.81

    82. Assess the social, political, and economic transformation of the United States during World War II. 9-12.US.82

    91. Analyze the causes, conflicts, and consequences of the Cold War. 9-12.US.91

    92. Evaluate the policy of containment as a response by the United States to Soviet expansionist policies. 9-12.US.92

    93. Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas. 9-12.US.93

Skip to main content

94. Analyze the roots of domestic communism and anti-communism in the 1950s as well as the origins and consequences of and the resistance to McCarthyism. 9-12.US.94

105. Analyze the origin, goals, and outcomes of civil rights groups in the 1950s and the 1960s and their influence on contemporary civil rights movements. 9-12.US.105

106. Evaluate resistance to integration in white communities, protests to end segregation, and Supreme Court decisions on civil rights. 9-12.US.106

115. Analyze the social, political, and economic conditions of the 1960s and 1970s that led to a rise in Conservatism and its overall impact on society. 9-12.US.115

116. Analyze how Communist economic policies and U.S.-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. 9-12.US.116

Skip to main content

18. Critical Consciousness and Perspectives HS.US.18
    15. Evaluate how the events of Reconstruction impacted people from diverse groups. 9-12.US.15
    16. Explore African American economic, political, and sociocultural (educational, artistic, literary) responses to emancipation and Reconstruction. 9-12.US.16
    17. Identify the ways in which gender roles were changing and remained unchanged during the 19th century. 9-12.US.17
    29. Evaluate the effects of the entry of women into the workforce after the Civil War and analyze women's political organizations. 9-12.US.29
    30. Analyze the consequences of the continuing westward expansion of the American people after the Civil War. 9-12.US.30
    31. Evaluate the impact of the 14th Amendment on Indigenous people and Asian and European immigrant men and women. 9-12.US.31
    32. Examine the ways that the Great Migration changed America, exploring the ways that African Americans adapted and resisted. 9-12.US.32
    39. Evaluate how events during Imperialism impacted people from diverse groups. 9-12.US.39
    40. Examine ways in which art, journalism, literature, and cultural artifacts served as forms of resistance and contributed to the anti-imperialist movements. 9-12.US.40
    48. Evaluate major reform movements and reformers during the Progressive Era. 9-12.US.48
    49. Evaluate the inclusivity and exclusivity of Progressive Era reform movements. 9-12.US.49
    50. Analyze the campaign for, and the opposition to, women's suffrage in the late 19th and early 20th centuries. 9-12.US.50
    51. Analyze the strategies of African Americans to achieve basic civil rights in the early 20th century. 9-12.US.51
    52. Analyze how ideologies of the progressive movement impacted Indigenous people in the United States. 9-12.US.52
    60. Evaluate how the events of the 1920s impacted people from diverse groups. 9-12.US.60
    61. Explore the arts, entrepreneurship, and philanthropy of the Harlem Renaissance and its connections to the Great Migration. 9-12.US.61
    62. Evaluate the passage of the 19th Amendment from the perspective of diverse groups in U.S. society. 9-12.US.62
    63. Examine the ways in which gender role norms changed and stayed the same in the United States in the 1920s. 9-12.US.63
    72. Examine the lives and experiences of Latinos and other diverse groups and the relationship of the United States to Mexico. 9-12.US.72

Skip to main content

83. Evaluate how the events during World War II impacted people from diverse groups. 9-12.US.83

84. Examine the ways in which gender roles changed and stayed the same during World War II. 9-12.US.84

95. Evaluate how the events during the Cold War impacted people from diverse groups. 9-12.US.95

96. Examine the ways in which gender roles changed and stayed the same between 1945 and 1975. 9-12.US.96

107. Evaluate how the events of the civil rights movement impacted people from diverse groups. 9-12.US.107

108. Analyze the causes, course, and impact on U.S. politics and society of new social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation. 9-12.US.108

117. Evaluate how major world events between 1968 and 2008, such as 9/11, and the rise of global terrorism impacted people from diverse groups. 9-12.US.117

118. Examine the ways in which gender roles changed and stayed the same between 1968 and 2008. 9-12.US.118

119. Evaluate the significance of the federal 1990 Americans with Disabilities Act. 9-12.US.119

120. Examine the experiences, activism, and legislation impacting the LGBTQIA+ community. 9-12.US.120

125. Evaluate how the events between 2008 and the present impact people from diverse groups. 9-12.US.125

126. Examine the ways in which gender roles changed and stayed the same between 2008 and the present. 9-12.US.126

Skip to main content

19. Power Dynamics, Leadership, and Agency HS.US.19

    18. Explore the efforts of the federal government, African Americans, and civil society reformers to create a new political and social order after emancipation. 9-12.US.18

    53. Explain what Progressivism meant in the early 20th century through the ideas, actions, and experiences of Progressive leaders. 9-12.US.53

    54. Analyze the governmental policies of the Progressive period, determine which problems they were designed to solve, and assess their long-and short-term effectiveness. 9-12.US.54

    55. Analyze the role of the United States in World War I. 9-12.US.55

    64. Examine the conflict between traditionalism and modernity as manifested in the major political and economic events in the first two decades of the 20th century. 9-12.US.64

    97. Summarize U.S. diplomatic and military policies during the Cold War. 9-12.US.97

    109. Analyze the important policies and events that took place during the presidencies of John F. Kennedy, Lyndon Johnson, and Richard Nixon. 9-12.US.109

    121. Analyze the rise of conservatism and liberalism in U.S. politics and society. 9-12.US.121

    130. Evaluate the role of the United States in contemporary global issues. 9-12.US.130

    131. Evaluate the impacts of contemporary global issues on the United States. 9-12 US.131

    132. Analyze the current state and health of U.S. democracy. 9-12.US.132

    133. Analyze some of the major technological and social trends and issues of the late 20th and early 21stcenturies. 9-12.US.133

    134. Evaluate the effectiveness of the federal government's response to international and domestic terrorism in the 21st century. 9-12.US.134

    135. Examine contemporary civil and human rights struggles and successes. 9-12.US.135

    136. Analyze U.S. government policies to reduce climate disruption. 9-12.US.136

Ethnic, Cultural, and Identity Studies

Skip to main content

20. Diversity and Identity HS.US.20

    19. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy. 9-12.US.19

    20. Identify and explore how current traditions, rights, and norms of identity groups have changed or are changing over time. 9-12.US.20

    33. Compare and contrast the various origins (indigenous, forced, voluntary) of identity groups in the United States. 9-12.US.33

    34. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language between 1865 and 1920. 9-12.US.34

    56. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups during the Progressive Era and World War I. 9-12.US.56

    57. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language during the Progressive Era and World War I. 9-12.US.57

    73. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between 1929 and 1941. 9-12.US.73

    85. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups during World War II. 9-12.US.85

    86. Assess 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. 9-12.US.86

21. Identity in History HS.US.21

    41. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between 1890 and 1920. 9-12.US.41

Skip to main content

22. Community Equity Building HS.US.22

    66. Examine historical and contemporary cultural, economic, political, and social contributions to society by individuals or groups within an identity group. 9-12.US.66

    67. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between 1920 and 1929. 9-12.US.67

    110. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy. 9-12.US.110

    122. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group. 9-12.US.122

    127. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy. 9-12.US.127

    128. Evaluate the role of racial social constructs in the structure and function of 21st-century U.S. society. 9-12.US.128

Geography

13. Movement, Population and Systems HS.US.13

    35. Analyze and predict how locations, places, and regions impact the evolution of human perspective and identity. 9-12.US.35

    87. Predict future social, political, economic, cultural, religious, spiritual, and environmental opportunities as well as obstacles associated with movement, population, decision making, and perspectives in World War II. 9-12.US.87

    88. Describe how particular historical events and developments shaped human processes and systems in World War II. 9-12.US.88

    98. Predict future social, political, economic, cultural, religious, spiritual, and environmental opportunities as well as obstacles associated with movement, population, decision making, and perspectives between 1945 and 1975. 9-12.US.98

    99. Describe how particular historical events and developments shaped human processes and systems between 1945 and 1975. 9-12.US.99

Skip to main content

14. Human-Environmental Interactions and Sustainability HS.US.14

    21. Assess how social, economic, political, and environmental developments at global, national, regional, and local levels affect the sustainability of modern and traditional cultures. 9-12.US.21

    42. Describe how particular historical events and developments shape human processes and systems between 1890 and 1920. 9-12.US.42

    65. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of the Earth's surface and resources. 9-12.US.65

    74. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources. 9-12.US.74

    100. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources. 9-12.US.100

    129. Assess how social, economic, political, and environmental developments at global, national, regional, and local levels affect the sustainability of modern and traditional cultures. 9-12.US.129

High School World History

Inquiry

23. Construct Compelling and Supporting Questions HS.WH.23

    1. Create compelling questions representing key ideas in world history. 9-12.WH.1

24. Gather and Evaluate Sources HS.WH.24

    2. Evaluate the credibility of sources from a range of media (print, internet, audio, visual) by examining origin, author, context, content, and corroborative value. 9-12.WH.2

    3. Gather relevant information from credible sources representing a wide range of views and note inconsistencies in the information. 9-12.WH.3

25. Develop Claims HS.WH.25

    4. Develop claims and analyze counterclaims about the significance of historical events using evidence that draws directly and substantively from multiple sources. 9-12.WH.4

    5. Analyze evidence to detect inconsistencies within the evidence in order to revise or strengthen claims. 9-12.WH.5

26. Communicate and Critique Conclusions HS.WH.26

    6. Present 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, and digital documentary). 9-12.WH.6

Skip to main content

27. Take Informed Action HS.WH.27

    7. 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. 9-12.WH.7

    8. Assess options for individual and collective action to address local, regional, and global problems. 9-12.WH.8

    9. Apply a range of strategies and procedures to make decisions and take action in classrooms, schools, and out-of-school civic contexts. 9-12.WH.9

Civics

4. Roles and Responsibilities of a Civic Life HS.WH.4

    10. Assess options for individual and collective action to address local, regional, and global problems. 9-12.WH.10

    11. Apply a range of strategies and procedures to make decisions and take action in classrooms, schools, and out-of-school civic contexts. 9-12.WH.11

    12. Evaluate methods people use to create, change, expand, or oppose systems of power and authority. 9-12.WH.12

History

15. Historical Change, Continuity, Context, and Reconciliation HS.WH.15

    18. Identify significant transformative moments in world history, analyze the reasons behind their transformative nature, and explain how they continue to shape contemporary global interactions. 9-12.WH.18

    19. Trace political, intellectual, religious, artistic, technological, economic, and social developments in historical periods as well as within individual societies. 9-12.WH.19

    20. Identify patterns of continuity and change over time in world history, focusing on patterns both within and between historical eras. 9-12.WH.20

    21. Examine how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. 9-12.WH.21

    22. Identify individuals, groups, and events in New Mexico's history that have influenced or were influenced by events in world history. 9-12.WH.22

16. Cause and Consequence HS.WH.16

    23. Identify and evaluate multiple causes and effects of historical events within world history. 9-12.WH.23

    24. Distinguish between long-term and short-term causes in developing historical interpretations. 9-12.WH.24

    25. Identify contemporary global issues that influence or are influenced by New Mexicans. 9-12.WH.25

Skip to main content

17. Historical Thinking HS.WH.17

    26. Analyze and evaluate the values and limitations of primary and secondary sources of information (including digital) with attention to the source, its context, reliability, and usefulness. 9-12.WH.26

    27. Effectively use and integrate evidence from diverse sources to evaluate and develop historical claims. 9-12.WH.27

    28. Synthesize historical information to create new understandings. 9-12.WH.28

18. Critical Consciousness and Perspectives HS.WH.18

    29. Use a variety of source materials to compare and contrast treatments of the same topic. 9-12.WH.29

    30. Examine historical events from the perspectives of diverse groups, including Indigenous peoples, national, regional, racial, ethnic, class, and gender, sexual orientation, and differently abled. 9-12.WH.30

    31. Analyze and evaluate multiple points of view to explain the ideas and actions of individuals and groups. 9-12.WH.31

19. Power Dynamics, Leadership, and Agency HS.WH.19

    32. Use 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. 9-12.WH.32

    33. Investigate cultural and historical developments within societies with attention to belief systems, ideologies, the arts, science, and technology. 9-12.WH.33

    34. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to constructions of race, ethnicity, gender, sexual orientation, differently abled, nationality, class, religion, reactions, and long-term effects of oppression. 9-12.WH.34

Ethnic, Cultural, and Identity Studies

21. Identity in History HS.WH.21

    35. Compare and contrast the various origins (indigenous, forced, voluntary) of identity groups in world history. 9-12.WH.35

    36. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups. 9-12.WH.36

    37. Examine the role colonization, assimilation, and syncretism play in the evolution of cultural, ethnic, racial, and religious identities and language. 9-12.WH.37

Economics/Personal Financial Literacy

Skip to main content

9. Global Economy HS.WH.9

    13. Evaluate the impact of global interconnectedness on international economic stability and growth. 9-12.WH.13

    14. Analyze how national and global economic trends and policies impact the state and local economies in New Mexico. 9-12.WH.14

Geography

12. Location, Place, and Region HS.WH.12

    15. Analyze and explain the reciprocal relationship between physical, geographical locations and the patterns and processes humans create within them. 9-12.WH.15

13. Movement, Population and Systems HS.WH.13

    16. Identify, evaluate, and explain the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, religions, cultural practices and traits, language, artifacts, methods, technologies, and diseases across space and over time. 9-12.WH.16

14. Human-Environmental Interactions and Sustainability HS.WH.14

    17. Assess how social, economic, political, and environmental developments at global, national, regional, and/or local levels affect the sustainability of modern and traditional cultures. 9-12.WH.17

High School Ethnic, Cultural, and Identity Studies

Inquiry

23. Construct Compelling and Supporting Questions HS.ECI.23

    1. Create compelling questions representing key ideas within the disciplines. 9-12.ECI.1

    2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge. 9-12.ECI.2

24. Gather and Evaluate Sources HS.ECI.24

    3. Gather 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. 9-12.ECI.3

    4. Evaluate the credibility of a source by examining how experts value the source. 9-12.ECI.4

25. Develop Claims HS.ECI.25

    5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. 9-12.ECI.5

    6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. 9-12.ECI.6

Skip to main content

26. Communicate and Critique Conclusions HS.ECI.26

    7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources (while acknowledging counterclaims and evidentiary weaknesses). 9-12.ECI.7

    8. Construct 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 their purpose. 9-12.ECI.8

    9. Present 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 and oral technologies and digital technologies. 9-12.ECI.9

    10. Critique the use of claims and evidence in arguments for credibility. 9-12.ECI.10

27. Take Informed Action HS.ECI.27

    11. Use 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. 9-12.ECI.11

    12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts. 9-12.ECI.12

Ethnic, Cultural, and Identity Studies

20. Diversity and Identity HS.ECI.20

    13. Recognize and value my group identities without perceiving or treating others as inferior. 9-12.ECI.13

    14. Identify and analyze cultural, differently abled, ethnic, gender, sexual orientation, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities. 9-12.ECI.14

    15. Identify and explore how current traditions, rites, and norms of identity groups have changed or are changing over time. 9-12.ECI.15

    16. Assess how social policies and economic forces offer various identity groups privilege or systemic inequity in accessing social, political, and economic opportunity regarding education, government, healthcare, industry, and law enforcement. 9-12.ECI.16

Skip to main content

21. Identity in History HS.ECI.21

    17. Compare and contrast the various origins (indigenous, forced, voluntary) of identity groups in the United States. 9-12.ECI.17

    18. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups. 9-12.ECI.18

    19. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language. 9-12.ECI.19

22. Community Equity Building HS.ECI.22

    20. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group. 9-12.ECI.20

    21. Investigate how identity groups and society address systemic inequity and transformational change through individual actions, individual champions, social movements, and local community, national, and global advocacy. 9-12.ECI.21

    22. Evaluate the role of racial social constructs in the structures and functions of 21st-century U.S. society. 9-12.ECI.22