

This document provides suggested identification of Essential Standards for [12th Grade New Mexico State Standards for Social Studies](#).

Essential - standards that should be mastered

Very Important - standards that should be included, but may or may not be mastered

Important - should be introduced to students who have mastered Essential and Very Important standards

Strand and Benchmark	Identification of Essential Standards
<p>STRAND: Civics and Government Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels. Students will:</p>	
<ul style="list-style-type: none"> • <i>9-12 Benchmark 3-A:</i> compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents: 	<ol style="list-style-type: none"> 1. Analyze the structure, powers and role of the legislative branch of the United States government, to include: specific powers delegated in Article I of the constitution; checks and balances described in the federalist papers, Number 51; lawmaking process; role of leadership within congress; federalist and antifederalist positions; 2. Analyze the structure, powers and role of the executive branch of the United States government, to include: specific powers delegated in Article II of the constitution; checks and balances; development of the cabinet and federal bureaucracy; roles and duties of the presidency, including those acquired over time such as “head of state” and “head of a political party;” 3. Examine the election of the president through the nomination process, national conventions and electoral college; 5. Analyze the rights, protections, limits and freedoms included within the United States

	<p>constitution and bill of rights, to include: constitutional mandates such as the right of habeas corpus, no bill of attainder and the prohibition of the ex post facto laws; 1st Amendment guarantees freedom of religion, speech, press, June 2009 7 assembly, and petition; 4th, 5th and 6th Amendments address search and seizure, rights of the accused, right to a fair and speedy trial, and other legal protections; 14th Amendment protection of due process and equal protection under the law; conflicts which occur between rights, including tensions between the right to a fair trial and freedom of the press and between majority rule and individual rights; expansion of voting rights, limitation of presidential terms, etc;</p>
<ul style="list-style-type: none"> ● <i>9-12 Benchmark 3-C:</i> compare and contrast the philosophical foundations of the United States' political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world: 	<ol style="list-style-type: none"> 1. Analyze the structure, function and powers of the federal government (e.g., legislative, executive, and judicial branches); 3. Analyze the fundamental principles in the declaration of independence;
<p>STRAND: Economics Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments. Students will:</p>	
<ul style="list-style-type: none"> ● <i>9-12 Benchmark 4-A:</i> analyze the ways individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic and intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating: 	<ol style="list-style-type: none"> 1. Analyze “opportunity costs” as a factor resulting from the process of decision making; 4. Analyze and evaluate the impact of economic choices on the allocation of scarce resources; 11. Analyze various investment strategies available when meeting personal and business goals; 12. Understand the basis of supply and

	<p>demand and marginal productivity; and</p> <p>13. Understand personal financing (e.g., banking, credit, debit, lending institutions).</p>
<ul style="list-style-type: none"> ● <i>9-12 Benchmark 4-B: analyze and evaluate how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services:</i> 	<p>1. Analyze the historic origins of the economic systems of capitalism, socialism and communism;</p> <p>3. Understand the distribution and characteristics of economic systems throughout the world, to include: (e.g., characteristics of command, market, and traditional economies; how command, market and traditional economies operate in specific countries; comparison of the ways that people satisfy their basic needs through the production of goods and services);</p> <p>4. Analyze the importance of, and issues related to the location and management of the factors of production;</p>
<ul style="list-style-type: none"> ● <i>9-12 Benchmark 4-C: analyze and evaluate the patterns and results of trade, exchange and interdependence between the United States and the world since 1900:</i> 	<p>9. Explain how businesses (e.g., sole proprietorships, partnerships, corporations, franchises) are organized and financed in the United States economy;</p> <p>17. Analyze the economic ramifications of entrepreneurship</p> <p>9. Explain and describe how the federal reserve system and monetary policies (e.g., open market, discount rate, change in reserve requirements) are used to promote price stability, maximum employment, and economic growth;</p> <p>10. Identify how monetary policies can affect exchange rates and international trade;</p>
<p>STRAND: Civics and Government Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with</p>	

<p>particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels. Students will:</p>	
<ul style="list-style-type: none"> ● <i>9-12 Benchmark 3-A:</i> compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents: 	<p>4. Analyze the structure, powers and role of the judicial branch of the United States government, including landmark United States supreme court decisions, to include: specific powers delegated by the Constitution in Article III and described in the federalist papers, Numbers 78-83; checks and balances; judicial review as developed in <i>Marbury v. Madison</i>; issues raised in <i>McCulloch v. Maryland</i>; dual court system of state and federal governments, including their organization and jurisdiction;</p> <p>6. Compare and contrast the structure and powers of New Mexico's government as expressed in the New Mexico constitution with that of the United States constitution, to include: direct democracy in the initiative, referendum and recall process; impeachment process; process of voter registration and voting; role of primary elections to nominate candidates; how a bill becomes a law; executive officers and their respective powers; New Mexico courts, appointment of judges, and election and retainment processes for judges; organization of county and municipal governments; and</p>
<ul style="list-style-type: none"> ● <i>9-12 Benchmark 3-C:</i> compare and contrast the philosophical foundations of the United States' political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world: 	<p>2. Analyze and explain the philosophical foundations of the American political system in terms of the inalienable rights of people and the purpose of government, to include: Iroquois league and its organizational structure for effective governance; basic philosophical principles of John Locke expressed in the second treatise of government (nature, equality, and dissolution of government); foundation principles of laws by William Blackstone (laws in general and absolute rights of individuals); importance of the founders of the rights of Englishmen, the Magna Carta and representative government</p>

in England;

4. Analyze the historical sources and ideals of the structure of the United States government, to include: principles of democracy; essential principles of a republican form of government; code of law put forth in the Code of Hammurabi; separation of powers as expressed by the Baron of Montesquieu; checks and balances as expressed by Thomas Hobbs; ideas of individual rights developed in the English bill of rights; role of philosophers in supporting changes in governments in the 18th and 19th centuries (e.g., Locke, Rousseau, Voltaire);

5. Compare and contrast the concepts of courts and justice from Henry II of England to the court system of today;

6. Compare and contrast the unitary, confederal and federal systems;

7. Analyze the ways powers are distributed and shared in a parliamentary system;

8. Compare and contrast the different philosophies, structures and institutions of democratic versus totalitarian systems of government;

9. Analyze and evaluate the concept of limited government and the rule of law;

10. Compare and contrast the characteristics of representative governments;

11. Compare and contrast characteristics of Native American governments with early United States government;

12. Compare and contrast the philosophical foundations of forms of government to understand the purpose of the corresponding political systems (e.g., socialism, capitalism, secular, theocratic, totalitarian);

<ul style="list-style-type: none"> ● <i>9-12 Benchmark 3-D:</i> understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring and influencing 	<ol style="list-style-type: none"> 1. Describe and analyze the influence of the non-elected (e.g., staff, lobbyists, interest groups); 2. Analyze the rights and obligations of citizens in the United States, to include: connections between self-interest, the common good and the essential element of civic virtue, as described in the federalist papers, Numbers 5 and 49; obeying the law, serving on juries, paying taxes, voting, registering for selective service and military service.; 3. Demonstrate the skills needed to participate in government at all levels, including: analyze public issues and the political system; evaluate candidates and their positions; debate current issues; 4. Analyze factors that influence the formation of public opinion (e.g., media, print, advertising, news broadcasts, magazines, radio); and 5. Evaluate standards, conflicts and issues related to universal human rights and their impact on public policy.
<p>STRAND: Economics Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments. Students will:</p>	
<ul style="list-style-type: none"> ● <i>9-12 Benchmark 4-A:</i> analyze the ways individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic and intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating: 	<ol style="list-style-type: none"> 2. Understand how socioeconomic stratification (SES) arises and how it affects human motivation, using data; 3. Understand the relationship between socioeconomic stratification and cultural values;

	<p>5. Describe and analyze how economic incentives allow individuals, households, businesses, governments and societies to use scarce human, financial and natural resources more efficiently to meet economic goals;</p> <p>6. Evaluate present and future economic costs and economic risks in the use of productive resources associated with investments;</p> <p>7. Understand labor markets and how they work; 8. Describe and analyze the three major divisions of economics: macro-, micro- and consumer;</p> <p>9. Understand the relationship between essential learning skills and workforce requirements (e.g., school to work initiatives, service learning) as they relate to supply and demand in the labor market;</p> <p>10. Use quantitative data to analyze economic information;</p>
<ul style="list-style-type: none"> ● <i>9-12 Benchmark 4-B: analyze and evaluate how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services:</i> 	<p>2. Compare the relationships between and among contemporary countries with differing economic systems;</p> <p>7. Understand the relationship between the United States' governmental policies and international trade;</p> <p>10. Interpret measurements of inflation and unemployment and relate them to the general economic "health" of the national economy;</p> <p>11. Analyze the impact of fiscal policy on an economic system (e.g., deficit, surplus, inflation);</p> <p>12. Compare and contrast different types of taxes (e.g., progressive, regressive, proportional);</p> <p>13. Analyze the effects of specific government</p>

	<p>regulations on different economically-designated groups (e.g., consumers, employees, businesses);</p> <p>14. Compare, analyze and evaluate the positive and negative aspects of American capitalism in relationship to other economic systems;</p>
<ul style="list-style-type: none"> ● <i>9-12 Benchmark 4-C: analyze and evaluate the patterns and results of trade, exchange and interdependence between the United States and the world since 1900:</i> 	<p>2. Analyze significant economic developments between World War I and World War II, to include: economic growth and prosperity of the 1920s; causes of the great depression and the effects on United States economy and government; new deal measures enacted to counter the great depression; expansion of government under new deal;</p> <p>3. Analyze the effects of World War II, the cold war and post-cold war on contemporary society, to include: economic effects of World War II on the home front; United States prosperity of the 1950s; impact of the cold war on business cycle and defense spending; recession of 1980s; technology boom and consequent economic slow-down of 2000;</p> <p>6. Explain the comparative advantage of a nation when it can produce a product at a lower “opportunity cost” than its trading partner;</p> <p>11. Analyze and evaluate the use of technology affecting economic development;</p> <p>12. Describe and analyze multinational entities (e.g., NAFTA, European Union) in economic and social terms.</p>