

This document provides suggested identification of Essential Standards for [11th 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><b>STRAND</b> : History Content Standard I: 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. Students will:</p>	
<ul style="list-style-type: none"> <li>• <i>9-12 Benchmark 1-B.</i> United States: analyze and evaluate the impact of major eras, events and individuals in United States history since the civil war and reconstruction:</li> </ul>	<p>1. Analyze the impact and changes that reconstruction had on the historical, political and social development of the United States;</p> <p>6. Analyze the development of voting and civil rights for all groups in the United States following reconstruction, to include: a. intent and impact of the 13th, 14th and 15th Amendments to the constitution; b. segregation as enforced by Jim Crow laws following reconstruction; c. key court cases (e.g., Plessy v. Ferguson, Brown v. Board of Education of Topeka, Roe v. Wade); d. roles and methods of civil rights advocates (e.g., Martin Luther King, Jr., Malcolm X, Rosa Parks, Russell Means, César Chávez); e. the passage and effect of the voting rights legislation on minorities (e.g., 19th amendment, role of Arizona supreme court decision on Native Americans, their disenfranchisement under Arizona constitution and subsequent changes made in other state constitutions regarding Native American voting rights - such as New Mexico, 1962, 1964 Civil Rights Act, Voting Act of 1965, 24th Amendment); f. impact and</p>

	<p>reaction to the efforts to pass the Equal Rights Amendment, g. rise of black power, brown power, American Indian movement, united farm workers;</p>
<p><b>STRAND</b> : Geography Content Standard II: 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. Students will:</p>	
<ul style="list-style-type: none"> <li>● <i>9-12 Benchmark 2-D:</i> analyze how physical processes shape the earth's surface patterns and biosystems:</li> </ul>	<p>3. Explain and analyze how water is a scarce resource in New Mexico, both in quantity and quality; and</p>
<p><b>STRAND</b> : History Content Standard I: 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. Students will:</p>	
<ul style="list-style-type: none"> <li>● <i>9-12 Benchmark 1-B.</i> United States: analyze and evaluate the impact of major eras, events and individuals in United States history since the civil war and reconstruction:</li> </ul>	<p>2. Analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the industrial revolution, including: a. innovations in technology, evolution of marketing techniques, changes to the standard of living and the rise of consumer culture; b. rise of business leaders and their companies as major forces in America (e.g., John D. Rockefeller, Andrew Carnegie); c. development of monopolies and their impact on economic and political policies (e.g., laissez-faire economics, trusts, trust busting); d. growth of cities (e.g., influx of immigrants, rural-to-urban migrations, racial and ethnic conflicts that resulted); e. efforts of workers to improve working conditions (e.g., organizing labor unions, strikes, strike breakers); f. rise and effect of reform movements (e.g., Populists, William Jennings Bryan, Jane Addams, muckrakers); g.</p>

conservation of natural resources (e.g., the Grand Canyon, Yellowstone, Anasazi ruins at Mesa Verde, Colorado, National Reclamation Act of 1902); h. progressive reforms (e.g., the national income tax, direct election of senators, women's suffrage, prohibition);

3. Analyze the United States' expanding role in the world during the late 19th and 20th centuries, to include: a. causes for a change in foreign policy from isolationism to interventionism; causes and consequences of the Spanish American war; June 2009 2 b. expanding influence in the western hemisphere (e.g., the Panama canal, Roosevelt corollary added to the Monroe doctrine, the "big stick" policy, "dollar diplomacy"); c. events that led to the United States' involvement in World War I; United States' rationale for entry into World War I and impact on military process, public opinion and policy; d. United States' mobilization in World War I (e.g., its impact on politics, economics and society); e. United States' impact on the outcome of World War I; United States' role in settling the peace (e.g., Woodrow Wilson, treaty of Versailles, league of nations, Senator Henry Cabot Lodge, Sr.);

4. Analyze the major political, economic and social developments that occurred between World War I and World War II, to include: a. social liberation and conservative reaction during the 1920s (e.g., flappers, prohibition, the Scopes trial, the red scare); b. causes of the great depression (e.g., over production, under consumption, credit structure); c. rise of youth culture in the "jazz age"; d. development of mass/popular culture (e.g., rise of radio, movies, professional sports, popular literature); e. human and natural crises of the great depression, (e.g., unemployment, food lines, the dust bowl, western migration of midwest farmers); f. changes in policies, role of government and issues that emerged from the new deal (e.g., the works programs, social security,

challenges to the supreme court); g. role of changing demographics on traditional communities and social structures;

5. Analyze the role of the United States in World War II, to include: a. reasons the United States moved from a policy of isolationism to involvement after the bombing of Pearl Harbor; b. events on the home front to support the war effort (e.g., war bond drives, mobilization of the war industry, women and minorities in the work force); c. major turning points in the war (e.g., the battle of Midway, D-Day invasion, dropping of atomic bombs on Japan);

7. Analyze the impact of World War II and the cold war on United States' foreign and domestic policy, to include: a. origins, dynamics and consequences of the cold war tensions between the United States and the Soviet Union; b. new role of the United States as a world leader (e.g., Marshall plan, NATO); c. need for, establishment and support of the united nations; d. implementation of the foreign policy of containment, including the Truman doctrine; e. Red Scare (e.g., McCarthyism, House Un-American Activities Committee, nuclear weapons, arms race); f. external confrontations with communism (e.g., the Berlin blockade, Berlin wall, Bay of Pigs, Cuban missile crisis, Korea, Vietnam war); g. Sputnik and the space race; h. image of 1950s affluent society; i. political protests of Vietnam war); j. counterculture in the 1960s;

8. Analyze the impact of the post-cold war Era on United States' foreign policy, to include: a. role of the United States in supporting democracy in eastern Europe following the collapse of the Berlin wall; b. new allegiances in defining the new world order; c. role of technology in the information age; and

<ul style="list-style-type: none"> <li>● <i>9-12 benchmark 1-D</i>. Skills: use critical thinking skills to understand and communicate perspectives of individuals, groups and societies from multiple contexts:</li> </ul>	<ol style="list-style-type: none"> <li>1. Understand how to use the skills of historical analysis to apply to current social, political, geographic and economic issues;</li> <li>2. Apply chronological and spatial thinking to understand the importance of events;</li> <li>3. Describe primary and secondary sources and their uses in research;</li> <li>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);</li> <li>5. Distinguish “facts” from authors’ opinions and evaluate an author’s implicit and explicit philosophical assumptions, beliefs or biases about the subject;</li> <li>6. Interpret events and issues based upon the historical, economic, political, social and geographic context of the participants;</li> <li>7. Analyze the evolution of particular historical and contemporary perspectives; and</li> <li>8 Explain how to use technological tools to research data, verify facts and information, and communicate findings.</li> </ol>
<p><b>STRAND</b> : Geography Content Standard II: 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. Students will:</p>	
<ul style="list-style-type: none"> <li>● <i>9-12 Benchmark 2-A</i>: 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:</li> </ul>	<ol style="list-style-type: none"> <li>1. Evaluate and select appropriate geographic representations to analyze and explain natural and man-made issues and problems;</li> <li>2. Understand the vocabulary and concepts of spatial interaction, including an analysis of population distributions and settlement</li> </ol>

	patterns
<p><b>STRAND</b> : History Content Standard I: 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. Students will:</p>	
<ul style="list-style-type: none"> <li>● <i>9-12 Benchmark 1-B.</i> United States: analyze and evaluate the impact of major eras, events and individuals in United States history since the civil war and reconstruction:</li> </ul>	<p>9. Explain how United States history represents a framework of knowledge and skills within which to understand the complexity of the human experience, to June 2009 3 include: a. analyze perspectives that have shaped the structures of historical knowledge; b. describe ways historians study the past; c. explain connections made between the past and the present and their impact.</p>
<p><b>STRAND</b> : Geography Content Standard II: 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. Students will:</p>	
<ul style="list-style-type: none"> <li>● <i>9-12 Benchmark 2-B:</i> analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships and patterns of change:</li> </ul>	<ol style="list-style-type: none"> <li>1. Analyze the interrelationships among natural and human processes that shape the geographic connections and characteristics of regions, including connections among economic development, urbanization, population growth and environmental change;</li> <li>2. Analyze how the character and meaning of a place is related to its economic, social and cultural characteristics, and why diverse groups in society view places and regions differently;</li> <li>3. Analyze and evaluate changes in regions and recognize the patterns and causes of those changes (e.g., mining, tourism); and</li> </ol>

	<p>4. Analyze and evaluate why places and regions are important to human identity (e.g., sacred tribal grounds, culturally unified neighborhoods).</p>
<ul style="list-style-type: none"> <li>● <i>9-12 Benchmark 12-C:</i> analyze the impact of people, places and natural environments upon the past and present in terms of our ability to plan for the future:</li> </ul>	<ol style="list-style-type: none"> <li>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);</li> <li>2. Compare and contrast how different viewpoints influence policy regarding the use and management of natural resources;</li> <li>3. Analyze the role that spatial relationships have played in effecting historic events; and</li> <li>4. Analyze the use of and effectiveness of technology in the study of geography;</li> </ol>
<ul style="list-style-type: none"> <li>● <i>9-12 Benchmark 2-D:</i> analyze how physical processes shape the earth’s surface patterns and biosystems:</li> </ul>	<ol style="list-style-type: none"> <li>1. Analyze how the earth’s physical processes are dynamic and interactive;</li> <li>2. Analyze the importance of ecosystems in understanding environments;</li> <li>4. Explain the dynamics of the four basic components of the earth’s physical systems (atmosphere, biosphere, lithosphere and hydrosphere).</li> </ol>
<ul style="list-style-type: none"> <li>● <i>9-12 Benchmark 2-E:</i> analyze and evaluate how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict:</li> </ul>	<ol style="list-style-type: none"> <li>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;</li> <li>2. Analyze the effects of geographic factors on major events in United States and world history;</li> <li>3. Analyze the interrelationships among settlement, migration, population-distribution patterns, land forms and climates in developing and developed countries;</li> </ol>

	<p>4. 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);</p> <p>5. Analyze how cultures shape characteristics of a region;</p> <p>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); and</p> <p>7. Evaluate the effects of technology on the developments, changes to, and interactions of cultures;</p>
<ul style="list-style-type: none"> <li>● <i>9-12 Benchmark 2-F</i>: 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</li> </ul>	<p>1. Compare the ways man-made and natural processes modify the environment and how these modifications impact resource allocations;</p> <p>2. Analyze how environmental changes bring about and impact resources; and</p> <p>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.</p>