

This document provides suggested identification of Essential Standards for [9th 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 : 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"> • <i>9-12 Benchmark 1-A. New Mexico: analyze how people and events of New Mexico have influenced United States and world history since statehood:</i> 	<p>2. Analyze the geographic, economic, social and political factors of New Mexico that impact United States and world history, to include: c. urban development; d. role of the federal government (e.g., military bases, national laboratories, national parks, Indian reservations, transportation systems, water projects); e. unique role of New Mexico in the 21st century as a “minority majority” state; 3. Analyze the role and impact of New Mexico and New Mexicans in World War II (e.g., Navajo code talkers, New Mexico national guard, internment camps, Manhattan project, Bataan death march); 4. Analyze the impact of the arts, sciences and technology of New Mexico since World War II (e.g., artists, cultural artifacts, nuclear weapons, the arms race, technological advances, scientific developments, high-tech industries, federal laboratories); and 5. Explain how New Mexico history represents a framework of knowledge and skills within which to understand the complexity of the human experience, to include: analyze perspectives that have</p>

	shaped the structures of historical knowledge; describe ways historians study the past; explain connections made between the past and the present and their impact.
<i>9-12 benchmark 1-D. Skills: use critical thinking skills to understand and communicate perspectives of individuals, groups and societies from multiple contexts:</i>	5. Distinguish “facts” from authors’ opinions and evaluate an author’s implicit and explicit philosophical assumptions, beliefs or biases about the subject; 6. Interpret events and issues based upon the historical, economic, political, social and geographic context of the participants
STRAND : 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:	
<ul style="list-style-type: none"> ● <i>9-12 Benchmark 2-B: analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships and patterns of change:</i> 	4. Analyze and evaluate why places and regions are important to human identity (e.g., sacred tribal grounds, culturally unified neighborhoods).
<ul style="list-style-type: none"> ● <i>9-12 Benchmark 2-D: analyze how physical processes shape the earth’s surface patterns and biosystems:</i> 	3. Explain and analyze how water is a scarce resource in New Mexico, both in quantity and quality
<ul style="list-style-type: none"> ● <i>9-12 Benchmark 2-E: analyze and evaluate how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict:</i> 	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; 5. Analyze how cultures shape characteristics of a region; 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)
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	

<p>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: 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:</i> 	<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; lawmaking process; role of leadership within congress 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; roles and duties of the presidency 4. Analyze the structure, powers and role of the judicial branch of the United States government 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: how a bill becomes a law; executive officers and their respective powers; New Mexico courts, organization of county and municipal governments 7. Describe and analyze the powers and responsibilities (including the concept of legitimate power) of local, state, tribal and national governments.
<ul style="list-style-type: none"> ● <i>9-12 Benchmark 3-C: 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:</i> 	<ol style="list-style-type: none"> 1. Analyze the structure, function and powers of the federal government (e.g., legislative, executive, and judicial branches)
<ul style="list-style-type: none"> ● <i>9-12 Benchmark 3-D: understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring and influencing</i> 	<ol style="list-style-type: none"> 4. Analyze factors that influence the formation of public opinion (e.g., media, print, advertising, news broadcasts, magazines, radio)

<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: 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:</i> 	<p>4. Analyze and evaluate the impact of economic choices on the allocation of scarce resources</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>5. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities in New Mexico and the United States</p>
<p>STRAND: 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"> ● <i>9-12 Benchmark 1-A. New Mexico: analyze how people and events of New Mexico have influenced United States and world history since statehood:</i> 	<ol style="list-style-type: none"> 1. Compare and contrast the relationships over time of Native American tribes in New Mexico with other cultures; 2. Analyze the geographic, economic, social and political factors of New Mexico that impact United States and world history, to include: a. land grant and treaty issues unresolved to present day and continuing to impact relations between and among citizens at the state, tribal and federal government levels; b. role of water issues as they relate to

	development of industry, population growth, historical issues and current acequia systems/water organizations
<ul style="list-style-type: none"> ● <i>9-12 benchmark 1-D. Skills: use critical thinking skills to understand and communicate perspectives of individuals, groups and societies from multiple contexts:</i> 	<ol style="list-style-type: none"> 1. Understand how to use the skills of historical analysis to apply to current social, political, geographic and economic issues; 2. Apply chronological and spatial thinking to understand the importance of events; 3. Describe primary and secondary sources and their uses in research; 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); 7. Analyze the evolution of particular historical and contemporary perspectives
<p>STRAND : Geography 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"> ● <i>9-12 Benchmark 2-B: analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships and patterns of change:</i> 	<ol style="list-style-type: none"> 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; 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; 3. Analyze and evaluate changes in regions and recognize the patterns and causes of those changes (e.g., mining, tourism)
<ul style="list-style-type: none"> ● <i>9-12 Benchmark 2-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:</i> 	<ol style="list-style-type: none"> 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)

<ul style="list-style-type: none"> ● <i>9-12 Benchmark 2-D: analyze how physical processes shape the earth's surface patterns and biosystems:</i> 	<p>2. Analyze the importance of ecosystems in understanding environments</p>
<ul style="list-style-type: none"> ● <i>9-12 Benchmark 2-E: analyze and evaluate how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict:</i> 	<p>2. Analyze the effects of geographic factors on major events in United States and world history;</p> <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>7. Evaluate the effects of technology on the developments, changes to, and interactions of cultures;</p>
<ul style="list-style-type: none"> ● <i>9-12 Benchmark 2-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</i> 	<p>2. Analyze how environmental changes bring about and impact resources</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 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-B: analyze how the symbols, icons, songs, traditions and leaders of New Mexico and the United States exemplify ideals and provide continuity and a sense of unity:</i> 	<p>1. Analyze the qualities of effective leadership;</p> <p>2. Evaluate the impact of United States political, tribal and social leaders on New Mexico and the nation;</p> <p>3. Analyze the contributions of symbols, songs and traditions toward promoting a sense of unity at the state and national levels; and</p>

	4. Evaluate the role of New Mexico and United States symbols, icons, songs and traditions in providing continuity over time.
<ul style="list-style-type: none"> 9-12 Benchmark 3-C: 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: 	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
<ul style="list-style-type: none"> 9-12 Benchmark 3-D: 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"> Describe and analyze the influence of the non-elected (e.g., staff, lobbyists, interest groups) 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. 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; 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"> 9-12 Benchmark 4-A: analyze the ways individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic 	<ol style="list-style-type: none"> Understand how socioeconomic stratification (SES) arises and how it affects human motivation Understand the relationship between socioeconomic stratification and cultural

<p><i>and intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating:</i></p>	<p>values</p>
<ul style="list-style-type: none"> 9-12 Benchmark 4-B: <i>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>6. Analyze the roles played by local, state, tribal and national governments in both public and private sectors of the United States system;</p>
<ul style="list-style-type: none"> 9-12 Benchmark 4-C: <i>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>STRAND : 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"> 9-12 benchmark 1-D. <i>Skills: use critical thinking skills to understand and communicate perspectives of individuals, groups and societies from multiple contexts:</i> 	<p>8 Explain how to use technological tools to research data, verify facts and information, and communicate findings.</p>

<p>STRAND : 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"> ● <i>9-12 Benchmark 2-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:</i> 	<ol style="list-style-type: none"> 1. Evaluate and select appropriate geographic representations to analyze and explain natural and man-made issues and problems 2. Understand the vocabulary and concepts of spatial interaction, including an analysis of population distributions and settlement patterns
<ul style="list-style-type: none"> ● <i>9-12 Benchmark 2-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:</i> 	<ol style="list-style-type: none"> 2. Compare and contrast how different viewpoints influence policy regarding the use and management of natural resources 3. Analyze the role that spatial relationships have played in effecting historic events; and 4. Analyze the use of and effectiveness of technology in the study of geography;
<ul style="list-style-type: none"> ● 9-12 Benchmark 2-D: analyze how physical processes shape the earth's surface patterns and biosystems: 	<ol style="list-style-type: none"> 1. Analyze how the earth's physical processes are dynamic and interactive; 4. Explain the dynamics of the four basic components of the earth's physical systems (atmosphere, biosphere, lithosphere and hydrosphere).
<ul style="list-style-type: none"> ● <i>9-12 Benchmark 2-E: analyze and evaluate how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict:</i> 	<ol style="list-style-type: none"> 3. Analyze the interrelationships among settlement, migration, population-distribution patterns, landforms and climates in developing and developed countries
<ul style="list-style-type: none"> ● <i>9-12 Benchmark 2-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</i> 	<ol style="list-style-type: none"> 1. Compare the ways man-made and natural processes modify the environment and how these modifications impact resource allocations 3. Analyze the geographic factors that influence the major world patterns of economic activity, economic connections

<p>activity</p>	<p>among different regions, changing alignments in world trade partners and the potential redistribution of resources based on changing patterns and alignments.</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 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"> 9-12 Benchmark 3-A: 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>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; appointment of judges, and election and retainment processes for judges</p>
<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"> 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:</i> 	<p>5. Using data; 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>