

## History - 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:

**Benchmark 1-A.** New Mexico: Analyze how people and events of New Mexico have influenced United States and world history since statehood;

Performance Standard	Theme
1. Compare and contrast the relationships over time of Native American tribes in New Mexico with other cultures;	* Ancestral Peoples
2. Analyze the geographic, economic, social and political factors of New Mexico that impact United States and world history, to include: a. <b>land grant and treaty issues</b> unresolved to present day and continuing to impact relations between and among citizens at the state, tribal and federal government levels; b. <b>role of water issues</b> as they relate to development of industry, population growth, historical issues and current <b>acequia systems/water organizations</b> ; c. urban development; d. role of the federal government (e.g., <b>military bases, national laboratories, national parks, Indian reservations, transportation systems, water projects</b> ); e. unique role of New Mexico in the 21st century as a "minority majority" state;	*Growing NM *Growing NM *Growing NM *People - Multicultural
3. Analyze the role and impact of New Mexico and New Mexicans in World War II (e.g., <b>Navajo code talkers</b> , New Mexico national guard, internment camps, <b>Manhattan project, Bataan death march</b> );	*Growing NM
4. Analyze the impact of the arts, sciences and technology of New Mexico since World War II (e.g., <b>artists, cultural artifacts, nuclear weapons, the arms race, technological advances, scientific developments, high-tech industries, federal laboratories</b> );	*Growing NM *Science/Technology *Astronomy/Space
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 shaped the structures of historical knowledge; describe <b>ways historians study the past</b> ; <b>explain connections made between the past and the present and their impact</b> ;	*All

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Benchmark 1-B. United States: Analyze and evaluate the impact of major eras, events and individuals in United States history since the civil war and reconstruction:	
Performance Standard	Theme
<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:</p> <ul style="list-style-type: none"> <li>a. <b>innovations in technology, evolution of marketing techniques</b>, changes to the standard of living and the rise of consumer culture;</li> <li>b. rise of business leaders and their companies as major forces in America (e.g., John D. Rockefeller, Andrew Carnegie);</li> <li>c. development of monopolies and their impact on economic and political policies (e.g., laissez-faire economics, trusts, trust busting);</li> <li>d. growth of cities (e.g., influx of <b>immigrants, rural-to-urban migrations, racial and ethnic conflicts that resulted</b>);</li> <li>e. efforts of workers to improve working conditions (e.g., organizing labor unions, strikes, strike breakers);</li> <li>f. rise and effect of reform movements (e.g., Populists, William Jennings Bryan, Jane Addams, muckrakers);</li> <li>g. <b>conservation of natural resources (e.g., the Grand Canyon, Yellowstone, Anasazi ruins at Mesa Verde, Colorado, National Reclamation Act of 1902)</b>;</li> <li>h. progressive reforms (e.g., the national income tax, direct election of senators, women's suffrage, prohibition);</li> </ul>	<ul style="list-style-type: none"> <li>*Science/Technology</li> <li>*Tourism</li> <li>*People, Places, Politics</li> <li>*Opening the West</li> <li>*Tourism</li> </ul>
<p>4. Analyze the major political, economic and social developments that occurred between World War I and World War II, to include:</p> <ul style="list-style-type: none"> <li>a. social liberation and conservative reaction during the 1920s (e.g., flappers, prohibition, the Scopes trial, the red scare);</li> <li>b. causes of the great depression (e.g., over production, under consumption, credit structure);</li> <li>c. rise of youth culture in the "jazz age";</li> <li>d. development of mass/popular culture (e.g., rise of radio, <b>movies</b>, professional sports, popular literature);</li> <li>e. human and natural crises of <b>the great depression</b>, (e.g., unemployment, food lines, the dust bowl, western migration of midwest farmers);</li> <li>f. changes in policies, role of government and issues that emerged from the <b>new deal</b> (e.g., the works programs, social security, challenges to the supreme court);</li> <li>g. <b>role of changing demographics on traditional communities and social structures</b>;</li> </ul>	<ul style="list-style-type: none"> <li>*Great Depression</li> <li>*The Movies Great</li> <li>*Great Depression</li> </ul>

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<p>7. Analyze the impact of World War II and the cold war on United States' foreign and domestic policy, to include:</p> <ul style="list-style-type: none"> <li>a. origins, dynamics and consequences of the cold war tensions between the United States and the Soviet Union;</li> <li>b. new role of the United States as a world leader (e.g., Marshall plan, NATO);</li> <li>c. need for, establishment and support of the united nations;</li> <li>d. implementation of the foreign policy of containment, including the Truman doctrine; Red Scare (e.g., McCarthyism, House Un-American Activities Committee, <b>nuclear weapons</b>, arms race);</li> <li>e. external confrontations with communism (e.g., the Berlin blockade, Berlin wall, Bay of Pigs, Cuban missile crisis, Korea, Vietnam war);</li> <li>f. Sputnik and the <b>space race</b>;</li> </ul>	<p>*Science/Technology</p> <p>*Astronomy/Space *</p>
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**Benchmark 1-C.** World: Analyze and interpret the major eras and important turning points in world history from the age of enlightenment to the present, to develop an understanding of the complexity of the human experience;

Performance Standard	Themes
<p>4. Analyze the pattern of historical change as evidenced by the industrial revolution, to include:</p> <ul style="list-style-type: none"> <li>a. conditions that promoted industrialization;</li> <li>b. how <b>scientific and technological innovations</b> brought about change;</li> <li>c. impact of population changes (e.g., population growth, rural-to-urban migrations, growth of industrial cities, emigration out of Europe);</li> <li>d. evolution of work/business and the role of labor (e.g., the demise of slavery, division of labor, union movement, impact of immigration);</li> <li>e. political and economic theories of capitalism and socialism (e.g., Adam Smith, Karl Marx);</li> <li>f. status and roles of <b>women and minorities</b>;</li> </ul>	<p>* Science/Technology</p> <p>*Multicultural Society</p>
<p>9. Analyze and evaluate international developments following World War II, the cold war and post-cold war, to include:</p> <ul style="list-style-type: none"> <li>a. war crime trials;</li> <li>b. creation of the state of Israel and resulting conflicts in the middle east;</li> <li>c. rebuilding of western Europe (e.g., Marshall Plan, NATO);</li> <li>d. Soviet control of eastern Europe (e.g., Warsaw pact, Hungarian revolt);</li> <li>e. creation and role of the united nations;</li> <li>f. Mao Zedong and the Chinese revolution (e.g., long march, Taiwan, cultural revolution);</li> <li>g. national security in the changing world order;</li> <li>h. technology's role in ending the cold war;</li> <li>i. fluidity of political alliances;</li> <li>j. new threats to peace;</li> <li>k. reasons for the collapse of the Soviet Union and the end of the cold war;</li> <li>l. <b>use of technology in the information age</b>;</li> </ul>	<p>* Science/Technology</p> <p>*Astronomy/Space</p>

Grades 9-12

**Economics - 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:

**Benchmark 4-C.** Analyze and evaluate the patterns and results of trade, exchange and interdependence between the United States and the world since 1900;

Performance Standard	Theme
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 <b>great depression</b> and the effects on United States economy and government; <b>new deal measures</b> enacted to counter the great depression; expansion of government under new deal;	*Great Depression
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 <b>defense spending</b> ; recession of 1980s; technology boom and consequent economic slow-down of 2000;	*Astronomy/Space

grades 9-12

## **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:

**Benchmark 2-B.** Analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships and patterns of change;

Performance Standard	Theme
2. Analyze how the <b>character and meaning of a place</b> is related to its economic, social and cultural characteristics, and why diverse groups in society view places and regions differently;	*Ancestral Peoples *Opening the West *People, Places, Politics
3. Analyze and evaluate changes in regions and recognize the patterns and causes of those changes (e.g., <b>mining, tourism</b> );	*Growing NM

**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;

Performance Standard	Theme
1. Analyze the factors influencing economic activities (e.g., <b>mining, ranching, agriculture</b> , tribal gaming, <b>tourism, high tech</b> ) that have resulted in New Mexico's population growth;	*Growing NM *People, Places, Politics *Mining *Ranching *Agriculture *Tourism *Science/Technology *Astronomy/Space