

**Portales Municipal Schools
Social Studies Curriculum Map-2018
New Mexico History 9-12**

ESSENTIAL QUESTIONS: Why have land grant and treaty issues remained unresolved to the present day?					
STRAND: History		BENCHMARK: Benchmark I –A. New Mexico: analyze how people and events of New Mexico have influenced United States and World History since statehood.			
STANDARD: 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.					
9 w e e k s 1 s t	PEFORMANCE STANDARD:	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	<p>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.</p> <p>RH-3</p>	<p>Review/Extend previously introduced skill unless noted</p> <p>R=Review and Extend</p> <p>*M=Master</p> <p>CC= Reading and Writing Standards for Literacy in History/Social Studies</p> <p>Present Day Issues</p> <p>1. Land Grant and Treaty Issues</p>	<p>4-5 Class Periods</p> <p>Students will go to the internet and access their textbooks to research past land grant issues and continuing land grant issues as well as treaties written during this time. Students will write an essay describing these issues to include relations between and among citizens of New Mexico. Students will analyze in detail the series of events described in their text as well as in the information they find on the internet to determine whether earlier events caused later ones or simply preceded them.</p>	<p>Comprehensive Essay guided and graded by Rubric</p>	<p>Internet resources:</p> <p>http://www.nmcpr.state.nm.us/archives/research-resources/land-grants/</p> <p>http://online.nmartmuseum.org</p> <p>The NM Journey Textbook Page 212</p> <p>http://www.history.com/topics/treaty-of-guadalupe-hidalgo</p> <p>https://www.archives.gov/education/lessons/guadalupe-hidalgo</p>
Updated May, 2018					

**Portales Municipal Schools
Social Studies Curriculum Map-2018
New Mexico History 9-12**

ESSENTIAL QUESTIONS: What water issues are important to New Mexicans today?					
STRAND: History		BENCHMARK: Benchmark I –A. New Mexico: analyze how people and events of New Mexico have influenced United States and World History since statehood.			
STANDARD: 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.					
9	PEFORMANCE STANDARD:	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How):	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES:
w e e k s 1 s t	<p>2. Analyze the geographic, economic, social and political factors of New Mexico that impact United States and world history, to include: B. role of water issues as they relate to development of industry, population growth, historical issues and current acequia systems/water organizations.</p> <p>WHST-4</p>	<p>Review/Extend previously introduced skill unless noted R=Review and Extend *M=Master CC= Reading and Writing Standards for Literacy in History/Social Studies Present Day Issues</p> <p>1. Water issues</p>	<p>4-5 Class Periods</p> <p>In groups of 2 students will use the internet and research water issues in New Mexico today. They will develop a plan for water distribution in New Mexico for the next ten years. Students will present their findings using a power point or a Google Slides. The students will then do an oral presentation of their plan to the class. The students writing will be clear and coherent in a manner in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Teacher observation of presentations</p>	<p>Internet resources: https://www.youtube.com/watch?v=sfCNLkCWzww nm.water.usgs.gov www.wrri.nmsu.edu http://nmenvirolaw.org/issues-water/ https://www.abqjournal.com/558815/rising-to-challenge-of-new-mexicos-falling-water-supply.html www.newmexicohistory.org/Topics/detail/C246 http://nmindepth.com/2016/01/05/is-the-rio-grande-headed-for-permanent-drought/ http://www.yesmagazine.org/issues/water-</p>

--	--	--	--	--

2 * At the high school level all competencies are to be mastered.

**Portales Municipal Schools
Social Studies Curriculum Map-2018
New Mexico History 9-12**

ESSENTIAL QUESTIONS: How has the population distribution changed in New Mexico since statehood?						
STRAND: History		BENCHMARK: Benchmark I –A. New Mexico: analyze how people and events of New Mexico have influenced United States and World History since statehood.				
STANDARD: 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.						
9 w e e k s 1 s t	PERFORMANCE STANDARD:	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES	
	<p>2. Analyze the geographic, economic, social and political factors of New Mexico that impact United States and world history, to include:</p> <p>c. urban development</p> <p>RH-7 & 8</p>	<p>Review/Extend previously introduced skill unless noted</p> <p>R=Review and Extend</p> <p>*M=Master</p> <p>CC= Reading and Writing Standards for Literacy in History/Social Studies</p> <p>Present Day Issues</p> <p>1. Urban development</p>	<p>4-5 Class Periods</p> <p>Students will research the early stages of population in New Mexico. Students will also show how New Mexico has grown in urban areas since statehood. In groups of 2- 3 students will create a chart indicating the population growth in urban areas around our state. Students will need to correlate the growth in these areas to reasons such as water, environment and climate resources and development.</p> <p>Students will also integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. They will also assess the extent to which the reasoning and evidence in a text support the author’s claims.</p>	<p>Teacher will grade charts to make sure all criteria are met.</p>	<p>https://ibis.health.state.nm.us/indicator/view/NMPopDemoRacEth.NM.html</p> <p>https://suburbanstats.org/population/how-many-people-live-in-new-mexico</p> <p>www.newmexicohistory.org</p> <p>http://online.nmartmuseum.org</p> <p>https://www.britannica.com/place/New-Mexico</p>	

3 * At the high school level all competencies are to be mastered.

**Portales Municipal Schools
Social Studies Curriculum Map-2018
New Mexico History 9-12**

ESSENTIAL QUESTIONS: How is New Mexico important to our federal government?						
STRAND: History		BENCHMARK: Benchmark I –A. New Mexico: analyze how people and events of New Mexico have influenced United States and World History since statehood.				
STANDARD: 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.						
9 w e e k s 1 s t	PERFORMANCE STANDARD:	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES	
	2. Analyze the geographic, economic, social and political factors of New Mexico that impact United States and world history, to include: d. role of the federal government (e.g., military bases, national laboratories, national parks, Indian reservations, transportation systems, water projects)		Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master CC= Reading and Writing Standards for Literacy in History/Social Studies Present day issues	4-5 Class Periods Students will research the most valuable resources, mines, and laboratories that New Mexico produces for the United States and write an essay over the importance of them. Students will also research the National parks and tourism spots that New Mexico has and describe the importance that the tourism industry brings to the economy of our state.	Teacher will grade essays over the resources and tourism.	www.nps.gov/state/nm/
			1. New Mexico's role in the US.	After teacher background briefing, students will each be assigned one role of New Mexico in the federal government (e.g., military bases, national laboratories, national parks, Indian reservations, transportation systems, water projects) to research and present to the class using any method they choose to cover the material.		www.britannica.com/place/New-Mexico
			2. Federal government			www.newmexicohistory.org

4 * At the high school level all competencies are to be mastered.

**Portales Municipal Schools
Social Studies Curriculum Map-2018
New Mexico History 9-12**

ESSENTIAL QUESTIONS: How is New Mexico unique as a “Minority Majority” state?					
STRAND: History		BENCHMARK: Benchmark I –A. New Mexico: analyze how people and events of New Mexico have influenced United States and World History since statehood.			
STANDARD: 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.					
9 w e e k s 1 s t	PERFORMANCE STANDARD:	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	<p>2. Analyze the geographic, economic, social and political factors of New Mexico that impact United States and World History, to include:</p> <p>e. unique role of New Mexico in the 21st century as a “minority majority” state;</p> <p>WHST-9</p>	<p>Review/Extend previously introduced skill unless noted</p> <p style="color: red;">R=Review and Extend</p> <p style="color: green;">M=Master</p> <p style="color: purple;">CC=Reading and Writing Standards for Literacy in History/Social Studies</p> <p>Present day issues</p> <p style="padding-left: 40px;">1. Minority Majority state</p>	<p style="text-align: center;">4-5 Class Periods</p> <p>Students will do a web diagram showing the integration of the different cultures that make New Mexico unique. They will present their web diagrams. The students will draw evidence from informational texts and internet to support analysis, reflection and research of the population diversity of New Mexico.</p>	<p>Teacher observation of web diagrams</p>	<p>http://www.governing.com/topics/urban/gov-majority-minority-populations-in-states.html</p> <p>https://ibis.health.state.nm.us/indicator/view/NMPopDemoRacEth.NM.html</p> <p>Diagram Template Handout</p>

**Portales Municipal Schools
Social Studies Curriculum Map-2018
New Mexico History 9-12**

ESSENTIAL QUESTIONS: What roles did New Mexico and New Mexicans play in World War II?					
STRAND: History		BENCHMARK: Benchmark I –A. New Mexico: analyze how people and events of New Mexico have influenced United States and World History since statehood.			
Standard: 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.					
	PERFORMANCE STANDARD:	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
9 w e k s 1 s t	<p>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);</p>	<p>Review/Extend previously introduced skill unless noted</p> <p style="margin-left: 40px;">I= Introduce R=Review and Extend * M=Master</p> <p>World War II Era</p> <ol style="list-style-type: none"> 1. Navajo Code Talkers 2. Internment camps, Manhattan project, Bataan death march, national guard 	<p>4-5 Class Periods</p> <p>Students will watch a video on the Navajo Code Talkers using a video guide. Through viewing the video and engaging in a discussion, the students will then answer the questions provided. Students will also participate in a Code Talker activity where they will spell out names, send coded messages and have to de-code messages using the Navajo Code Talker dictionary.</p> <p>Students will each choose one of the following to do a 15 page power point for teacher submittal: Internment camps, Manhattan project, Bataan death march, or national guard in New Mexico.</p>	<p>Participation in Code Talker Activity Powerpoint/Google Slide Creation/Video Question Sheet</p>	<p>http://www.atomicherita.org/history/world-war-and-new-mexico</p> <p>www.history.navy.mil/research/library/online-reading-room/title-list-alphabetically/n/navajo-code-talker-dictionary.html</p> <p>http://online.nmartmuseum.org/nmhistory/people-places-and-politics/the-great-depression/history-the-great-depression-and-world-war-ii.html</p> <p>Question sheet, video. Power point</p> <p>Cavalcade of Enchantment Videos www.bataansurvivor.com</p> <p>http://albuqhistosoc.org/source-documents/new-mexico-role-ww-ii-1941-45/</p>
Updated May, 2018					

6 * At the high school level all competencies are to be mastered.

Portales Municipal Schools
Social Studies Curriculum Map-2018
New Mexico History 9-12

ESSENTIAL QUESTIONS: How does New Mexico and their citizens function with and under national, State. Local, and Tribal governments?				
STRAND: Strand: Civics and Government		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:		
STANDARD: 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.				
9 w e e k s 1 s t	PERFORMANCE STANDARD:	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS
	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.	Review/Extend previously introduced skill unless noted R=Review and Extend * M=Master State government	4-5 Class Periods Students will compare the US constitution with the New Mexico Constitution through handouts and teacher guidance. Students will create a compare and contrast chart detailing the government setup of the U.S., NM, local city government, and tribal governments.	Teacher observation of charts Rubric Quiz
				STUDENT MATERIALS AND RESOURCES http://www.newmexico.gov/government/
				Video Video summary sheet http://www.iad.state.nm.us/history.html NM Journey p. 228 Handouts Library Teacher www.govspot.com/state/

**Portales Municipal Schools
Social Studies Curriculum Map-2018
New Mexico History 9-12**

ESSENTIAL QUESTIONS: How is New Mexico different because of World War II?					
STRAND: History		BENCHMARK: Benchmark I –A. New Mexico: analyze how people and events of New Mexico have influenced United States and World History since statehood.			
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					
	PERFORMANCE STANDARD:	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
9 v e k 2 n d	<p>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);</p> <p>WHST-7</p>	<p>Review/Extend previously introduced skill unless noted</p> <p>R=Review and Extend *M=Master CC=Reading and Writing</p> <p>Standards for Literacy in History/Social Studies Post World War II</p> <ol style="list-style-type: none"> Science and technology. Cultural artifacts and artists 	<p>4-5 Class Periods</p> <p>Students will create a flow chart to detail the transition of New Mexico's role from World War II to and through the Cold War. Take a field trip to the History and Arts Museum in Roswell/Goddard. Students will show understanding of Robert Goddard's impact on the rocket science community throughout the world and the role that his influenced has played on technology by writing a 2 page report upon return. The students will use the field trip as a research source and will use the information to broaden their inquiry. They will synthesize multiple sources on the subject and will demonstrate understanding of the subject under investigation.</p> <p>Based on the trip to the museum, students will research to find artifacts, artists, and pictures and will compile a portfolio to share with the class in an oral presentation.</p>	<p>Teacher observation at the Museum</p> <p>Teacher review student portfolio</p>	<p>http://alburghistsoc.org/source-documents/sandia-base-now-producing-atomic-weapons/</p> <p>Museum</p> <p>http://www.space.com/1994-robert-goddard.html</p> <p>www.nasa.gov/centers/goddard/about/history/drgoddard.html</p> <p>www.newmexicohistory.org</p> <p>www.lanl.gov</p> <p>http://www.sandia.gov/</p>
Updated May, 2018					

	<p>5. Explain how historians study the past; explain connections made between the past and the present and their impact.</p>	<p>Skills for studying History</p>	<p>Students will create a chart that defines what primary and secondary are. Students will need to research connections between the past and present historical perspectives.</p>	<p>Formal Quiz categorizing primary and secondary sources</p>	<p>NM Journey Chapter 1 pages 5-6 Provide examples of what is a primary and secondary source</p>

8 * At the high school level all competencies are to be mastered.

**Portales Municipal Schools
Social Studies Curriculum Map-2018
New Mexico History 9-12**

--	--	--	--	--	--

**ESSENTIAL QUESTIONS: How do Native American Tribes in New Mexico relate with one another?
How do Native American Tribes in New Mexico relate with other cultures?**

STRAND: History	BENCHMARK: 9-12 Benchmark 1-A. New Mexico: analyze how people and events of New Mexico have influenced United States and world history since statehood
------------------------	---

STANDARD: 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.

	PEFORMANCE STANDARD:	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
9 v e k 2 n d	<p>1. Compare and contrast the relationships over time of Native American tribes in New Mexico with other cultures.</p>	<p>Review/Extend previously introduced skill unless noted</p> <p>R=Review and Extend * M=Master</p> <p>Native American Issues</p> <p>1. Interaction</p>	<p>4-5 Class Periods</p> <p>Students will create a timeline focusing on 2 interactions throughout New Mexico’s history between Native Americans and outside cultures. Students will then write a cause and effect opinion based on the timeline information researched.</p>	<p>Teacher made time line to compare information. Teacher observation</p>	<p>http://www.iad.state.nm.us/history.html</p> <p>Timeline template http://www.native-languages.org/nmexico.html</p> <p>www.visitalbuquerque.org/albuquerque/culture-heritage/native-american/</p> <p>www.victoriana.com/history/nativeamericans.html</p>

9 * At the high school level all competencies are to be mastered.

**Portales Municipal Schools
Social Studies Curriculum Map-2018
New Mexico History 9-12**

ESSENTIAL QUESTIONS: What symbols, icons, songs, and traditions of New Mexico are important to New Mexicans past and present?					
STRAND: Civics and Government		BENCHMARK: 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:			
STANDARD: 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.					
9 v e k 2 n d	<p>PEFORMANCE STANDARD</p> <p>4. Evaluate the role of New Mexico and United States symbols, icons, songs and traditions in providing continuity over time. RH-4</p>	<p>CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted Civics and Government R=Review and Extend *M=Master CC=Reading and Writing Standards for Literacy in History/Social Studies</p>	<p>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) 4-5 Class Periods</p> <p>Students will use poster board and markers and colors to create a board representing the symbols, icons, traditions and songs that represent New Mexico. Students will write a brief summary of how these symbols and icons have provided continuity and unity over history. <i>The students will determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</i></p>	<p>ASSESSMENTS</p> <p>Teacher Observation Student evaluation through written summary</p>	<p>STUDENT MATERIALS AND RESOURCES statesymbolsusa.org/states/united-states/new-mexico www.50states.com/facts/</p>