

New Mexico History

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:

9-12 Benchmark I-A: New Mexico: Analyze how people and events of New Mexico have influenced United States and World History since statehood.

New Mexico History EOC Blueprint

Quarter 1	Quarter 1	Quarter 1	Quarter 1
NM Content Standards	CCSS Reading Standards for Social Studies RH Evidence Table Question Stems	CCSS Writing Standards for Social Studies WH Evidence Table	
	CCSS Reading Standards 1, 2, 3 and 4 taught and tested all quarters.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
WEEK 1 Intro to class/Basics (What is Geography?)			
Overview of Historical Study & Geography Pre Statehood			
WEEK 2			
Introduction to history/ Paleolithic/archaic and geography of New Mexico Pre Statehood 1. Compare and contrast the relationships over time of Native American tribes in New Mexico with other cultures. 5. Explain how New Mexico history represents a framework of knowledge and skills within	CCSS R.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CCSS R.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CCSS R.3 Analyze in detail a series of events	CCSS W.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and b. Develop the topic with well-chosen, relevant,	

<p>which to understand the complexity of the human experience, to include:</p> <p>a. analyze perspectives that have shaped the structures of historical knowledge</p> <p>b. describe ways historians study the past</p> <p>c. explain connections made between the past and the present and their impact</p>	<p>described in a text, determine whether earlier events caused later ones or simply preceded them.</p> <p>CCSS R.4 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.</p>	<p>and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline in which they are writing.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from or supports the argument presented (e.g., articulating implications or the significance of the topic).</p>	
WEEK 3			
Spanish Conquest & Colonization	Continue CCSS 1,2,3,4	Continue informational/explanatory writing	
WEEK 4			
War in New Mexico/ Territorial New Mexico Pre Statehood	Continue CCSS 1,2,3,4	Continue informational/explanatory writing	
WEEK 5			
Wild West NM Long Walk Period Pre Statehood	Continue CCSS 1,2,3,4	Continue informational/explanatory writing	
WEEK 6			
Review of weeks 1-5/ Unit 1 Exam Pre Statehood	Continue CCSS 1,2,3,4	Continue informational/explanatory writing	
WEEK 7			
Statehood, NM Government and WWI Early Statehood and Path to	Continue CCSS 1,2,3,4	Continue informational/explanatory writing	

War			
WEEK 8			
Roaring 20's/Great Depression Early Statehood and Path to War	Continue CCSS 1,2,3,4	Continue informational/explanatory writing	
WEEK 9			
Introduction to WWII Early Statehood and Path to War	Continue CCSS 1,2,3,4	Continue informational/explanatory writing	
Quarter 2	Quarter 2	Quarter 2	Quarter 2
	Quarter 2 Assessment Answer Document		
NM Content Standards	CCSS Reading Standards for Social Studies	CCSS Writing Standards for Social Studies	
WEEK 10			
Continue WWII/ Review/ Unit 2 Exam Early Statehood and Path to War 3. Analyze the role and impact of New Mexico and New Mexicans in World War II (e.g., Native Code Talkers, New Mexico National Guard, internment camps, Manhattan Project, Bataan Death March).	CCSS Reading Standards 1, 2, 3 and 4 taught and tested all quarters.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
WEEK 11			
Intro to Cold War 2. Analyze the geographic, economic, social, and political factors of New Mexico government levels	CONTINUE CCSS Reading standards #1-4 and add: CCSS R.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CCSS R.6 Compare the point of view of two or		

	<p>more authors for how they test the same or similar topics, including which details they include and emphasize in their respective accounts.</p>	<p>CCSS W.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce precise claims), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaim(s), reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	
<p>WEEK 12</p>			

Continue Cold War (Capitalism vs Communism)/ Introduction to Civil Rights Movement 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,		Continue argumentative writing	
WEEK 13			
Continue Civil Rights Movement	Continue CC Reading standards #1-6 CCSS R.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims. CCSS R.9 Compare and contrast treatments of the same topic in several primary and secondary sources.	Continue argumentative writing	
WEEK 14			
Review Unit 3 (Cold War/ Civil Rights), Unit 3 Exam	Continue CCSS standards #1-9 and add CCSS R.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	Continue argumentative writing	
WEEK 15			
Review everything covered in the semester			
World Geography			
WEEK 16			
Review/ EOC / District EOY	Continue CC Reading standards #1-6 CCSS R.8 Assess the extent to which the reasoning	Continue argumentative writing	

	and evidence in a text support the author’s claims. CCSS R.9 Compare and contrast treatments of the same topic in several primary and secondary sources.		
WEEK 17			
Review / EOC / District EOY	Continue CCSS standards #1-9 and add CCSS R.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	Continue argumentative writing	
WEEK 18			
Review/ In class final			
Quarter 3	Quarter 3	Quarter 3	Quarter 3
	Quarter 3 Assessment Answer Document		
NM Content Standards	CCSS Reading Standards for Social Studies	CCSS Writing Standards for Social Studies	
9-12 Benchmark II-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.			
9-12 Benchmark II-D: Analyze how physical processes shape the Earth's surface patterns and biosystems.			
NM Content Standards	CCSS Reading Standards for Social Studies	CCSS Writing Standards for Social Studies	
	CCSS Reading Standards 1,2,3 and 4 taught and tested all quarters	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
Week 1			
II-A) 1. Evaluate and select appropriate geographic representations to analyze and explain natural and man-made issues and problems.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. . Introduce a topic and organize ideas,	

<p>2. Understand the vocabulary and concepts of spatial interaction, including an analysis of population distributions and settlements patterns.</p>	<p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>	<p>concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	
<p>Week 2</p>		<p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>	
<p>II-D) 1. Analyze how the Earth’s physical processes are dynamic and interactive. 2. Analyze the importance of ecosystems in understanding environments. 3. Explain and analyze how water is a scarce resource in New Mexico, both in quantity and quality. 4. Explain the dynamics of the four basic components of the Earth’s physical systems (atmosphere, biosphere, lithosphere, & hydrosphere)</p>	<p>3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. 4. 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.</p>	<p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p>	
<p>Week 3</p>			
<p>II-D) 1. Analyze how the Earth’s physical processes are dynamic and interactive. 2. Analyze the importance of ecosystems in understanding environments. 3. Explain and analyze how water is a scarce resource in New Mexico, both in quantity and quality. 4. Explain the dynamics of the four basic components of the Earth’s physical systems (atmosphere, biosphere, lithosphere, & hydrosphere)</p>	<p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p>	<p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	
<p>9-12 Benchmark II-B: Analyze natural and man-made characteristics of worldwide locales; describe regions, their relationships, and patterns of change.</p>			

Week 4			
<p>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.</p> <p>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.</p> <p>3. Analyze and evaluate changes in regions and recognize the patterns and causes of those changes (e.g., mining, tourism).</p> <p>4. Analyze and evaluate why places and regions are important</p>		<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
Week 5			
North America	7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
Week 6			
South America	7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts	Continue CCSS Writing Standards 1-5	
Weeks 7-8			
Europe	7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts	Continue CCSS Writing Standards 1-5	
Week 9			

Review and Assess			
Quarter 4	Quarter 4	Quarter 4	Quarter 4
	Quarter 4 Assessment Answer Document		
9-12 Benchmark II-B: Analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships, and patterns of change.			
	CCSS Reading Standards 1,2,3 and 4 taught and tested all quarters	Students will conduct a sustained research project during the fourth quarter	
		10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
		7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
Weeks 1-2			
Asia			
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.	CONTINUE CCSS Reading standards #1-4 and add: CCSS R.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts		

<p>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.</p> <p>3. Analyze and evaluate changes in regions and recognize the patterns and causes of those changes (e.g., mining, tourism).</p> <p>4. Analyze and evaluate why places and regions are important</p>		<p>CCSS W.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce precise claims), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaim(s), reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	
Weeks 3-5			
Africa			
<p>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.</p>	<p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p>		

<p>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.</p> <p>3. Analyze and evaluate changes in regions and recognize the patterns and causes of those changes (e.g., mining, tourism).</p> <p>4. Analyze and evaluate why places and regions are important</p>			
<p>Weeks 6-8</p>			
<p>. East Asia, Australia and Oceania</p>			
<p>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.</p> <p>2. Analyze how the character and meaning of a place is related to its economic, social, and cultural</p>	<p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p>		

<p>characteristics, and why diverse groups in society view places and regions differently.</p> <p>3. Analyze and evaluate changes in regions and recognize the patterns and causes of those changes (e.g., mining, tourism).</p> <p>4. Analyze and evaluate why places and regions are important</p>			
Week 9			
Review and Assess			