

**New Mexico Grades 5 – 8 State Content Standards with Benchmarks and Performance Standards: Social Studies**

Aligned to We the People...Project Citizen

	Language Arts	Social Studies		
Math/Science				
<b>Grade 5-8</b>	<p>1. Narrate an account (e.g., news story, historical episode) that creates a coherent organizing structure appropriate to purpose, audience, and context and that orients and engages the reader.</p> <p>2. Respond to informational materials that are read, heard, or viewed by:</p> <p>summarizing the information</p> <ul style="list-style-type: none"> <li>• determining the importance of the information</li> <li>• making connections to related topics/information</li> <li>• monitoring comprehension</li> <li>• drawing inferences</li> <li>• generating questions</li> </ul> <p>3. Identify the effect of literary devices such as figurative language, diction, dialogue, and description.</p>	<p>Performance Standard <b>Strand:</b> History</p> <p><b>Content Standard I:</b> 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.</p> <p><b>Benchmark I-A:</b> <i>New Mexico: Explore and explains how people and events have influenced the development of New Mexico up to the present day.</i></p>	Project Citizen Step	NA
5	1. Listen actively and critically by:	1. Describe changes of governance of New	Step 1, 4	MA

	<ul style="list-style-type: none"> <li>• asking questions</li> <li>• delving deeper into the topic</li> <li>• elaborating on the information and the ideas presented</li> <li>• evaluating information and ideas</li> <li>• making inferences and drawing conclusions</li> <li>• making judgments</li> </ul> <p>2. Make connections between texts by recognizing similarities and differences based on a common theme, lesson, or message</p> <p>3. Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.</p>	Mexico		
7	<p>2. Respond to informational materials that are read, heard, or viewed by:</p> <ul style="list-style-type: none"> <li>• summarizing the information</li> <li>• determining the importance of the information</li> <li>• making connections to related topics/information</li> </ul>	<p>2. <i>Describe the characteristics of other indigenous peoples that had an affect upon New Mexico's development.</i></p>	Step 1,4	NA

	<ul style="list-style-type: none"> <li>• monitoring comprehension</li> <li>• drawing inferences</li> </ul> generating questions			
7	1. Narrate a personal account that: <ul style="list-style-type: none"> <li>• establishes a point of view and sharpens focus</li> <li>• uses remembered feelings</li> <li>• selects details that best illuminate the topic</li> <li>• connects events to self and society</li> </ul>	4. Describe how important individuals, groups, and events impacted the development of New Mexico from 16 <sup>th</sup> century to the present	Step 3,4	NA
7	2. Interact in group activities and/or seminars to: <ul style="list-style-type: none"> <li>• share personal reactions to questions raised</li> <li>• give reasons and cite examples from texts to support opinions</li> </ul> clarify, illustrate, or expand on a response ask classmates for similar expansion	5. Explain how New Mexicans have adapted to their physical environments to meet their needs over time.	Step 3,4	NA

Grade		Performance Standard	Project	
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		<b>Benchmark I-D:</b> Research historical events and people from a variety of perspectives.	Citizen Step	
5	<p>1. Understand concept of primary source.</p> <p>2. Research multiple sources to deepen understanding and integrate information and ideas across varied sources and content areas by:</p> <ul style="list-style-type: none"> <li>• conducting research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, Internet, computer networks)</li> <li>• evaluating the usefulness and quality of information and ideas based on purpose, experiences, text(s) and graphics</li> </ul> <p>3. Make connections between print and non-print texts by recognizing similarities and differences using a variety of resources that contribute to informed decisions.</p>	1. Differentiate between, locate, and use primary and secondary sources	Step 3	NA
5	<p>1. Understand concept of primary source.</p> <p>2. Research multiple sources to deepen understanding and</p>	2. Use resources for historical information	Step 3	MA

	<p>integrate information and ideas across varied sources and content areas by:</p> <ul style="list-style-type: none"> <li>• conducting research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, Internet, computer networks)</li> <li>• evaluating the usefulness and quality of information and ideas based on purpose, experiences, text(s) and graphics</li> </ul> <p>3. Make connections between print and non-print texts by recognizing similarities and differences using a variety of resources that contribute to informed decisions.</p>			
5	<p>1. Understand concept of primary source.</p> <p>2. Research multiple sources to deepen understanding and integrate information and ideas across varied sources and content areas by:</p> <ul style="list-style-type: none"> <li>• conducting research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and</li> </ul>	3. Gather, organize, and interpret information using a variety of media and technology.	Step 1, 2, 3, 4, 5	NA

	<p>non-print texts, artifacts, people, libraries, databases, Internet, computer networks)</p> <ul style="list-style-type: none"> <li>• evaluating the usefulness and quality of information and ideas based on purpose, experiences, text(s) and graphics</li> </ul> <p>3. Make connections between print and non-print texts by recognizing similarities and differences using a variety of resources that contribute to informed decisions.</p>			
5	<p>1. Understand concept of primary source.</p> <p>2. Research multiple sources to deepen understanding and integrate information and ideas across varied sources and content areas by:</p> <ul style="list-style-type: none"> <li>• conducting research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, Internet, computer networks)</li> <li>• evaluating the usefulness and quality of information and ideas based on purpose, experiences, text(s) and graphics</li> </ul>	5. Use effective communication skills and strategies to share research findings	Ste 4, 5	NA

	3. Make connections between print and non-print texts by recognizing similarities and differences using a variety of resources that contribute to informed decisions.			
6	<p>1. Interpret and synthesize information from a variety of sources by:</p> <ul style="list-style-type: none"> <li>• reviewing the characteristics of informational works</li> <li>• restating and summarizing information</li> <li>• determining the importance of information</li> <li>• making connections to related topics and information</li> <li>• monitoring comprehension</li> <li>• drawing inferences</li> <li>• generating questions</li> </ul> <p>2. Use multiple sources of print and non-print information in developing informational materials such as brochures, newsletters, and advertisements by:</p> <ul style="list-style-type: none"> <li>• exploring a variety of sources that provide information (e.g., books, newspapers, Internet, electronic databases, CD-ROMs)</li> <li>• distinguishing between primary and secondary sources</li> </ul> <p>3. Organize information gathered for a</p>	1. Organize information by sequencing, categorizing, identifying cause and effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions.	Step 3, 4, 5	NA

	research topic into major components based on appropriate criteria.			
6	<p>1. Interpret and synthesize information from a variety of sources by:</p> <ul style="list-style-type: none"> <li>• reviewing the characteristics of informational works</li> <li>• restating and summarizing information</li> <li>• determining the importance of information</li> <li>• making connections to related topics and information</li> <li>• monitoring comprehension</li> <li>• drawing inferences</li> <li>• generating questions</li> </ul> <p>2. Use multiple sources of print and non-print information in developing informational materials such as brochures, newsletters, and advertisements by:</p> <ul style="list-style-type: none"> <li>• exploring a variety of sources that provide information (e.g., books, newspapers, Internet, electronic databases, CD-ROMs)</li> <li>• distinguishing between primary and secondary sources</li> </ul> <p>3. Organize information gathered for a research topic into major components</p>	2. Identify different points of view about an issue or topic	Steps 1, 2, 3, 4	NA
6	1. Interpret and synthesize information from a variety of sources by:	3. Use decision-making process to identify a situation that requires a solution; gather	Step 1, 2, 3, 4	NA



	<ul style="list-style-type: none"> <li>• reviewing the characteristics of informational works</li> <li>• restating and summarizing information</li> <li>• determining the importance of information</li> <li>• making connections to related topics and information</li> <li>• monitoring comprehension</li> <li>• drawing inferences</li> <li>• generating questions</li> </ul> <p>2. Use multiple sources of print and non-print information in developing informational materials such as brochures, newsletters, and advertisements by:</p> <ul style="list-style-type: none"> <li>• exploring a variety of sources that provide information (e.g., books, newspapers, Internet, electronic databases, CD-ROMs)</li> <li>• distinguishing between primary and secondary sources</li> </ul> <p>3. Organize information gathered for a research topic into major components</p>	<p>information, identify options, predict consequences, and take action to implement that solution</p>		
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7	<p>Use a variety of resources to express individual perspectives in response to personal, social, cultural, and historical issues.</p> <p>2. Interpret and synthesize information by responding to information that is read, heard, or viewed.</p> <p>3. Develop informational products and/or presentations that cite multiple print and non-print sources by:</p> <ul style="list-style-type: none"> <li>• identifying and using appropriate primary and secondary sources</li> <li>• comparing, contrasting, and evaluating information from different sources about the same topic</li> <li>• evaluating information for extraneous details, inconsistencies, relevant facts, and organization</li> </ul> <p>4. Examine critical relationships between and among elements of a research topic.</p>	<p>1. Analyze and evaluate information by developing and applying criteria for selection appropriate information and use it to answer critical questions</p>	Step 4, 5	NA
7	<p>Use a variety of resources to express individual perspectives in response to personal, social, cultural, and historical issues.</p> <p>2. Interpret and synthesize information by responding to information that is read, heard, or viewed.</p> <p>3. Develop informational products and/or presentations that cite multiple print and non-print sources by:</p> <ul style="list-style-type: none"> <li>• identifying and using appropriate</li> </ul>	<p>2. Demonstrate the ability to examine history from the perspectives of the participants.</p>	Step 4, 5	NA

	<p>primary and secondary sources</p> <ul style="list-style-type: none"> <li>• comparing, contrasting, and evaluating information from different sources about the same topic</li> <li>• evaluating information for extraneous details, inconsistencies, relevant facts, and organization</li> </ul> <p>4. Examine critical relationships between and among elements of a research topic.</p>			
7	<p>Use a variety of resources to express individual perspectives in response to personal, social, cultural, and historical issues.</p> <p>2. Interpret and synthesize information by responding to information that is read, heard, or viewed.</p> <p>3. Develop informational products and/or presentations that cite multiple print and non-print sources by:</p> <ul style="list-style-type: none"> <li>• identifying and using appropriate primary and secondary sources</li> <li>• comparing, contrasting, and evaluating information from different sources about the same topic</li> <li>• evaluating information for extraneous details, inconsistencies, relevant facts, and organization</li> </ul> <p>4. Examine critical relationships between and among elements of a research topic.</p>	<p>3. Use the problem-solving process to identify a problem; gather information, list and consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution using technology to present findings.</p>	<p>Step 1, 2, 3, 4 , 5, 6</p>	<p>NA</p>
8	<p>1. Use information for specific tasks by:</p>	<p>1. Understand and apply the problem-solving skills for historical research, to include: use of</p>	<p>Step 1, 2, 3, 4</p>	<p>NA</p>

	<ul style="list-style-type: none"><li>• analyzing and evaluating information to extend ideas</li><li>• analyzing and evaluating themes and central ideas in relation to personal and societal issues</li><li>• creating a research product in both written and presentation form</li></ul> <p>2. Use images, videos, and visual representations as informational</p>	primary and secondary sources; sequencing; posing questions to be answered by historical inquiry; collecting, interpreting, and applying information; and gathering and validating materials that present a variety of perspectives	, 5	
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**New Mexico Grades 5 – 8 State Content Standards with Benchmarks and Performance Standards: Social Studies**

Aligned to **We the People...Project Citizen**

Grade		Performance Standard <b><u>Strand:</u></b> Geography <b><u>Content Standard II:</u></b> 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. <b><u>Benchmark II-A:</u></b> 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.	Project Citizen Step	
5	Use knowledge of context and vocabulary to understand informational text	1. Make and use different kinds of maps, globes, charts, and databases.	Step 4	NA
6	Read a variety of texts (e.g.,	7. Use spatial organization to	Step 4	NA

	fiction, nonfiction, newspaper and magazine articles, poetry, drama) 4. Choose materials to read independently, identifying the main ideas and significant details, and determine the correct sequence of events or	communicate information		
7	. Use the problem-solving process to refine understanding by: <ul style="list-style-type: none"> <li>analyzing problems and solutions within various texts and situations</li> <li>utilizing the problem-solving process within various contexts and situations</li> <li>constructing essays and presentations that respond to a given problem by proposing a solution that includes relevant details</li> </ul> 2. Refine critical thinking skills and develop criteria that evaluate arguments and judgments by: <ul style="list-style-type: none"> <li>stating a firm judgment</li> <li>justifying the judgment with logical, relevant reasons, clear examples, and supporting details</li> </ul> creating an organizing structure	2. Describe factors affecting location of human activities, including land use patterns in urban, suburban, and rural areas.	Step 1,4	NA
Grade		Performance Standard <b>Benchmark II-B:</b> Explain the	Project Citizen Step	

		physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change.		
5	<p>Make informed judgments about bias, propaganda, stereotyping, and media techniques.</p> <p>5. Analyze cause and effect relationships, compare and contrast information, facts, characters, and objects to predict a logical outcome based on the information in the selection.</p> <p>6. Distinguish between fact and opinion.</p>	1. Describe human and natural characteristics of places.	Step 1,2,4	NA
6	<p>Use critical thinking skills and create criteria to evaluate text and multimedia by:</p> <ul style="list-style-type: none"> <li>• determining purpose through exploring bias, apparent messages, emotional factors, or persuasive techniques</li> <li>• identifying and exploring the underlying assumptions of the author</li> </ul>	1. Explain how places change due to human activity.	Step 4	NA
7	<p>Use the problem-solving process to refine understanding by:</p> <ul style="list-style-type: none"> <li>• analyzing problems and solutions within various texts and situations</li> </ul>	1. Describe how individual and cultural characteristics affect perceptions of locales and regions.	Step 1,2,4	NA

	<ul style="list-style-type: none"> <li>• utilizing the problem-solving process within various contexts and situations</li> <li>• constructing essays and presentations that respond to a given problem by proposing a solution that includes relevant details</li> </ul> <p>2. Refine critical thinking skills and develop criteria that evaluate arguments and judgments by:</p> <ul style="list-style-type: none"> <li>• stating a firm judgment</li> <li>• justifying the judgment with logical, relevant reasons, clear examples, and supporting details</li> </ul> <p>creating an organizing</p>			
8	<p>. Create a research product in both written and presentation form by:</p> <ul style="list-style-type: none"> <li>• determining purpose, audience, and context</li> <li>• choosing a relevant topic</li> <li>• selecting a presentation format (e.g., video, essay, interactive technology)</li> <li>• evaluating information for extraneous detail, inconsistencies, relevant facts, and organization</li> </ul>	<p>2. Describe political, population, and economic regions that result from patterns of human activity, using new Mexico as an example.</p>	Step 1.2.4	NA



	<ul style="list-style-type: none"><li>• researching and organizing information to achieve purpose using notes and memory aides to structure information</li><li>• supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources</li><li>• citing sources used</li><li>• employing graphics, charts, diagrams, and graphs to enhance communication</li></ul> <p>2. Analyze the inferences</p>			
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Grade	5-8 Benchmark I-C: Apply critical thinking skills to analyze information	Performance Standard <b><u>Benchmark II-C:</u></b> Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential change.	Project Citizen Step	NA
5	Evaluate text to determine author's purpose and opinion by: <ul style="list-style-type: none"> <li>• evaluating inferences, conclusions, and generalizations</li> <li>• identifying elements of fiction and non-fiction that support plot development, choice of words, effectiveness of figurative language and personification</li> </ul> 2. Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text.	2. Identify and define geographic issues and problems from accounts of current events.	Step 1	NA
6	Develop and apply appropriate criteria to evaluate the quality of communication by: <ul style="list-style-type: none"> <li>• using knowledge of language structure and literary or</li> </ul>	3. Recognize geographic questions and understand how to plan and execute and inquiry to answer them	Step 3	NA

	<p>media techniques</p> <ul style="list-style-type: none"> <li>• drawing conclusions based on evidence, reasons, or relevant information</li> </ul> <p>considering the implications, consequences</p>			
7	<p>Refine critical thinking skills and develop criteria that evaluate arguments and judgments by:</p> <ul style="list-style-type: none"> <li>• stating a firm judgment</li> <li>• justifying the judgment with logical, relevant reasons, clear examples, and supporting details</li> <li>• creating an organizing structure appropriate to purpose, audience, and context</li> </ul>	<p>4. Explain a contemporary issue using geographic knowledge, tools, and perspective.</p>	Step 3	NA
8	<ul style="list-style-type: none"> <li>• evaluating information for extraneous detail, inconsistencies, relevant facts, and organization</li> <li>• researching and organizing information to achieve purpose using notes and memory aides to structure information</li> <li>• supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources</li> </ul>	<p>1. Explain and evaluate how changing perceptions of place and the natural environment have affected human behavior.</p>	Step 4,5	NA

	<ul style="list-style-type: none"> <li>• citing sources used</li> <li>• employing graphics, charts, diagrams, and graphs to enhance communication</li> </ul> <p>2. Analyze the inferences and conclusions</p>			
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Grade		Performance Standard <b>Benchmark II-E:</b> Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.	Project Citizen Step	
7	<p>1. Use the problem-solving process to refine understanding by:</p> <ul style="list-style-type: none"> <li>• analyzing problems and solutions within various texts and situations</li> <li>• utilizing the problem-solving process within various contexts and situations</li> <li>• constructing essays and presentations that respond to a given problem by proposing a solution that includes relevant details</li> </ul> <p>2. Refine critical thinking skills and develop criteria that evaluate arguments and judgments by:</p>	<p>2. Describe and analyze how the study of geography is used to improve our quality of life, including urban and environmental planning.</p>	Step 1, 3	NA

	<ul style="list-style-type: none"> <li>• stating a firm judgment</li> <li>• justifying the judgment with logical, relevant reasons, clear examples, and supporting details</li> <li>• creating an organizing structure appropriate to purpose, audience, and context</li> </ul> <p>3. Determine how the use of literary devices, such as personification, metaphor, simile, and alliteration, convey the author's intent.</p> <p>4. Interpret universal themes, values, and conflicts in a selection.</p>			
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Grade		Performance Standard <b><u>Benchmark II-F:</u></b> Understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution, and relative importance of resources.	Project Citizen Step	
5	<p>1. Evaluate text to determine author's purpose and opinion by:</p> <ul style="list-style-type: none"> <li>• evaluating inferences, conclusions, and generalizations</li> <li>• identifying elements of fiction and non-fiction that support</li> </ul>	1. Understand how resources impact daily life	Step 1	NA

	<p>plot development, choice of words, effectiveness of figurative language and personification</p> <p>2. Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text.</p> <p>3. Respond to fiction, non- fiction, poetry, and drama using interpretive, critical, and evaluative processes by:</p> <ul style="list-style-type: none"><li>• analyzing word choice and content</li><li>• examining reasons for a character's actions</li><li>• creating and presenting a product that demonstrates a personal response</li><li>• examining alternative perspectives</li></ul> <p>4. Make informed judgments about bias, propaganda, stereotyping,</p>			
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	<p>and media techniques.</p> <p>5. Analyze cause and effect relationships, compare and contrast information, facts, characters, and objects to predict a logical outcome based on the information in the selection.</p> <p>6. Distinguish between fact and opinion.</p>			
6	<p>1. Use critical thinking skills and create criteria to evaluate text and multimedia by:</p> <ul style="list-style-type: none"> <li>• determining purpose through exploring bias, apparent messages, emotional factors, or persuasive techniques</li> <li>• identifying and exploring the underlying assumptions of the author</li> </ul> <p>2. Recognize the point of view of the author by considering alternative points of view or reasons by</p>	<p>1. Describe how human modifications to physical environments and use of resources in one place often lead to changes in other places.</p>	Step 1,2,3	NA

	<p>remaining fair-minded and open to other interpretations.</p> <p>3. Develop and apply appropriate criteria to evaluate the quality of communication by:</p> <ul style="list-style-type: none"> <li>• using knowledge of language structure and literary or media techniques</li> <li>• drawing conclusions based on evidence, reasons, or relevant information</li> </ul> <p>considering the implications, consequences, or impact of those conclusions</p>			
8	<p>1. Create a research product in both written and presentation form by:</p> <ul style="list-style-type: none"> <li>• determining purpose, audience, and context</li> <li>• choosing a relevant topic</li> <li>• selecting a presentation format (e.g., video, essay,</li> </ul>	<p>1. Describe the differing viewpoints that individuals and groups have with respect to the use of resources.</p>	Step 1,2,3,4	NA



	<p>interactive technology)</p> <ul style="list-style-type: none"><li>• evaluating information for extraneous detail, inconsistencies, relevant facts, and organization</li><li>• researching and organizing information to achieve purpose using notes and memory aides to structure information</li><li>• supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources</li><li>• citing sources used</li><li>• employing graphics, charts, diagrams, and graphs to enhance communication</li></ul> <p>2. Analyze the inferences and conclusions from fictional and non-fictional contexts, events, characters, settings, and</p>			
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themes.			
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**New Mexico Grades 5 – 8 State Content Standards with Benchmarks and Performance Standards: Social Studies**  
 Aligned to **We the People...Project Citizen**

Grade		Performance Standard <b><u>Strand:</u></b> Civics and Government <b><u>Content Standard III:</u></b> 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. <b><u>Benchmark III-A:</u></b> Understand the structure, functions and powers of government (local, state, tribal, and national).	Project Citizen Step	
5	1. Create a research product in both written and presentation form by: <ul style="list-style-type: none"> <li>• determining purpose, audience, and context</li> </ul>	2. Identify the fundamental ideals and principles of our republican form of government (e.g., inalienable rights, the rule of justice under the law.	Step 1,2	NA

	<ul style="list-style-type: none"> <li>• choosing a relevant topic</li> <li>• selecting a presentation format (e.g., video, essay, interactive technology)</li> <li>• evaluating information for extraneous detail, inconsistencies, relevant facts, and organization</li> <li>• researching and organizing information to achieve purpose using notes and memory aides to structure information</li> <li>• supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources</li> <li>• citing sources used</li> <li>• employing graphics, charts, diagrams, and graphs to enhance communication</li> </ul> <p>2. Analyze the inferences and conclusions from fictional and non-fictional contexts, events, characters, settings, and themes.</p>			
7	<p>1. Use the problem-solving process to refine understanding by:</p> <ul style="list-style-type: none"> <li>• analyzing problems and solutions within various texts and situations</li> <li>• utilizing the problem-solving process within various contexts</li> </ul>	<p>1. Explain the structure and functions of New Mexico’s state government as expressed in the New Mexico Constitution, to include roles and methods of initiative, referendum, and recall process.</p>	Step 1,2,4,6	NA

	<p>and situations</p> <ul style="list-style-type: none"> <li>• constructing essays and presentations that respond to a given problem by proposing a solution that includes relevant details</li> </ul> <p>2. Refine critical thinking skills and develop criteria that evaluate arguments and judgments by:</p> <ul style="list-style-type: none"> <li>• stating a firm judgment</li> <li>• justifying the judgment with logical, relevant reasons, clear examples, and supporting details</li> <li>• creating an organizing structure appropriate to purpose, audience, and context</li> <li>• 3. Determine how the use of literary devices, such as personification, metaphor, simile, and alliteration, convey the author's intent.</li> </ul>			
8	<p>1. Create a research product in both written and presentation form by:</p> <ul style="list-style-type: none"> <li>• determining purpose, audience, and context</li> <li>• choosing a relevant topic</li> <li>• selecting a presentation format (e.g., video, essay, interactive technology)</li> <li>• evaluating information for</li> </ul>	<p>1. Explain the structure and functions of the national government as expressed in the United States Constitution, and explain the powers granted to the three branches of government and those reserved to the people, states, and tribes, to include:</p> <ul style="list-style-type: none"> <li>○ Bill of Rights,</li> </ul>	Step 4	NA

	<p>extraneous detail, inconsistencies, relevant facts, and organization</p> <ul style="list-style-type: none"> <li>• researching and organizing information to achieve purpose using notes and memory aides to structure information</li> <li>• supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources</li> <li>• citing sources used</li> <li>• employing graphics, charts, diagrams, and graphs to enhance communication</li> </ul> <p>2. Analyze the inferences and conclusions from fictional and non-fictional contexts, events, characters, settings, and themes.</p>	<p>amendments to Constitution</p> <ul style="list-style-type: none"> <li>○ the primacy of individual liberty</li> <li>○ Constitution is designed to secure our liberty by both empowering and limiting central government</li> </ul>		
8	<ul style="list-style-type: none"> <li>• researching and organizing information to achieve purpose using notes and memory aides to structure information</li> <li>• supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources</li> <li>• citing sources used</li> </ul> <p>employing graphics, charts, diagrams, and graphs to enhance</p>	<p>2. Identify and describe a citizen's fundamental constitutional rights, to include:</p> <ul style="list-style-type: none"> <li>○ freedom of religion, expression, assembly, and press</li> <li>○ right to a fair trial</li> <li>○ equal protection and due process.</li> </ul>	Step 1,4	NA

	communication  2. Analyze the inferences and conclusions from fictional and non-fictional contexts, events, characters, settings, and themes.			
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Grade		Performance Standard <b>Benchmark III-B:</b> Explain the significance of symbols, icons, songs, traditions, and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity.	Project Citizen Step	
5	Analyze the inferences and conclusions from fictional and non-fictional contexts, events, characters, settings, and themes. Distinguish between fact and opinion.	1. Explain the significance and importance of American customs, symbols, landmarks, and celebrations.	Step 1	NA
7	. Use the problem-solving process to refine understanding by: <ul style="list-style-type: none"> <li>• analyzing problems and solutions within various texts and situations</li> <li>• utilizing the problem-solving process within various contexts and situations</li> <li>• constructing essays and presentations that respond to a given problem by proposing a solution that includes relevant details</li> </ul>	1. Explain the concept of diversity and its significance within the political and social unity of New Mexico.	Step 1	NA

8	<ul style="list-style-type: none"> <li>evaluating information for extraneous detail, inconsistencies, relevant facts, and organization</li> <li>researching and organizing information to achieve purpose using notes and memory aides to structure information</li> </ul> supporting ideas with examples, definitions, analogies	2. Explain the importance of point of view and its relationship to freedom of speech and press.	Step 1, 2, 4, 5	NA
Grade		Performance Standard <b>Benchmark III-C:</b> Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government.	Project Citizen Step	
7	. Refine critical thinking skills and develop criteria that evaluate arguments and judgments by: <ul style="list-style-type: none"> <li>stating a firm judgment</li> <li>justifying the judgment with logical, relevant reasons, clear examples, and supporting details</li> </ul>	2. Understand the structure and function of New Mexico government as created by the New Mexico Constitution and how it supports local, tribal, and federal governments.	Step 1	NA
8	<ul style="list-style-type: none"> <li>evaluating information for extraneous detail, inconsistencies, relevant facts, and organization</li> <li>researching and organizing information to achieve</li> </ul>	3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people.	Step 1,2,4	NA



	<p>purpose using notes and memory aides to structure information</p> <ul style="list-style-type: none"> <li>• supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources citing sources used</li> </ul>			
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Grade		Performance Standard <b>Benchmark III-D:</b> Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries.	Project Citizen Step	
5	<p>1. Evaluate text to determine author's purpose and opinion by:</p> <ul style="list-style-type: none"> <li>• evaluating inferences, conclusions, and generalizations</li> <li>• identifying elements of fiction and non-fiction that support plot development, choice of words, effectiveness of figurative language and personification</li> </ul> <p>2. Evaluate the usefulness and quality of information and ideas</p>	<p>1. Explain the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the constitution of local, state, tribal and federal governments.</p>	Step 1,4	NA

	based on purpose, experiences, text.			
6	. Use critical thinking skills and create criteria to evaluate text and multimedia by: determining purpose through exploring bias, apparent messages, emotional factors, or persuasive techniques identifying and exploring the underlying assumptions of the author	1. Understand that the nature of citizenship varies among societies.	Step 1,2,4	NA

7	<p>1. Use the problem-solving process to refine understanding by:</p> <ul style="list-style-type: none"> <li>analyzing problems and solutions within various texts and situations</li> <li>utilizing the problem-solving process within various contexts and situations</li> </ul>	<p>1. Explain the obligations and responsibilities of citizenship (e.g., the obligations of upholding the Constitution, obeying the law, paying taxes, jury duty).</p>	Step 1,2,4	NA
7	<p>Refine critical thinking skills and develop criteria that evaluate arguments and judgments by:</p> <ul style="list-style-type: none"> <li>stating a firm judgment</li> <li>justifying the judgment with logical, relevant reasons, clear examples, and supporting details</li> </ul>	<p>2. Explain the roles of citizens in political decision-making (e.g., voting, petitioning public officials, analyzing issues)</p>	Step 1,2,4,5,6	NA
8	<ul style="list-style-type: none"> <li>researching and organizing information to achieve purpose using notes and memory aides to structure information</li> <li>supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources</li> </ul>	<p>1. Explain basic law-making processes and how the design of the United States Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., elections, political parties, interest</p>	Step 1,4,5,6	NA

	citing sources used	groups).		
8	<ul style="list-style-type: none"> <li>• evaluating information for extraneous detail, inconsistencies, relevant facts, and organization</li> <li>• researching and organizing information to achieve purpose using notes and memory aides to structure information</li> <li>• supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources</li> <li>• citing sources used</li> </ul>	2. Understand the multiplicity and complexity of human rights issues.	Step 1,2,4,5,6	NA

**New Mexico Grades 5 – 8 State Content Standards with Benchmarks and Performance Standards:  
Social Studies, Language Arts, Math/Science/Arts**

Aligned to **We the People...Project Citizen**

Grade	<i>Language Arts Performance Standards(s)</i> 5-8 Benchmark I-C: Apply critical thinking skills to analyze information	<i>Social Studies Performance Standard(s)</i> <b>Strand IV:</b> Economics <b>Content Standard IV:</b> 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. <b>Benchmark IV-A:</b> Explain and describe how individuals, households, businesses, governments, and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability and use of scarce resources and that their choices involve costs and varying ways of allocating.	Project Citizen Step	
7	1. Use the problem-solving process to refine understanding by: <ul style="list-style-type: none"> <li>• analyzing problems and</li> </ul>	1. Explain how economic and intrinsic incentives influence how individuals, households, businesses, governments and societies allocate	Step 1,2, 4	

	<p>solutions within various texts and situations</p> <ul style="list-style-type: none"> <li>• utilizing the problem-solving process within various contexts and situations</li> <li>• constructing essays and presentations that respond to a given problem by proposing a solution that includes relevant details</li> </ul> <p>2. Refine critical thinking skills and develop criteria that evaluate arguments and judgments by:</p> <ul style="list-style-type: none"> <li>• stating a firm judgment</li> <li>• justifying the judgment with logical, relevant reasons, clear examples, and supporting details</li> </ul> <p>creating an organizing structure appropriate</p>	and use their scarce resources.		
7	<p>1. Use the problem-solving process to refine understanding by:</p> <ul style="list-style-type: none"> <li>• analyzing problems and solutions within various texts and situations</li> <li>• utilizing the problem-solving process within</li> </ul>	2. Explain who cooperation can yield higher benefits.	Step 4,5	

	<p>various contexts and situations</p> <ul style="list-style-type: none"> <li>• constructing essays and presentations that respond to a given problem by proposing a solution that includes relevant details</li> </ul> <p>2. Refine critical thinking skills and develop criteria that evaluate arguments and judgments by:</p> <ul style="list-style-type: none"> <li>• stating a firm judgment</li> <li>• justifying the judgment with logical, relevant reasons, clear examples, and supporting details</li> </ul> <p>creating an organizing structure appropriate</p>			
8	<ul style="list-style-type: none"> <li>• evaluating information for extraneous detail, inconsistencies, relevant facts, and organization</li> <li>• researching and organizing information to achieve purpose using notes and memory aides to structure information</li> <li>• supporting ideas with examples, definitions, analogies, and direct</li> </ul>	2. Analyze the full costs and benefits of alternative uses of resources that will lead to productive use of resources today and in the future.	Step 3, 4	

	<p>references to primary and secondary sources</p> <ul style="list-style-type: none"> <li>• citing sources used</li> <li>• employing graphics, charts, diagrams, and graphs to enhance communication</li> </ul>			
Grade		<p>Performance Standard  <b><u>Benchmark IV-B:</u></b> Explain 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.</p>	Project Citizen Step	
5	<p>Evaluate text to determine author's purpose and opinion by:</p> <ul style="list-style-type: none"> <li>• evaluating inferences, conclusions, and generalizations</li> </ul> <p>identifying elements of fiction and non-fiction that support plot development, choice of words, effectiveness of figurative</p>	<p>1. Explain how all economic systems must consider the following: What will be produced? How will it be produced? For whom will it be produced?</p>	Step 1	
7	<p>. Use the problem-solving process to refine understanding by:</p> <ul style="list-style-type: none"> <li>• analyzing problems and solutions within various</li> </ul>	<p>1. Identify governmental activities that affect local, state, tribal, and national economies.</p>	Step 1,2	



	<p>texts and situations</p> <ul style="list-style-type: none"><li>• utilizing the problem-solving process within various contexts and situations</li><li>• constructing essays and presentations that respond to a given problem by proposing a solution that includes relevant details</li></ul> <p>2. Refine critical thinking skills and develop criteria that evaluate arguments and judgments by:</p> <ul style="list-style-type: none"><li>• stating a firm judgment</li><li>• justifying the judgment with logical, relevant reasons, clear examples, and supporting details</li><li>• creating an organizing structure appropriate to purpose, audience, and context</li></ul> <p>3. Determine how the use of literary devices, such as personification, metaphor, simile, and alliteration, convey the author's intent.</p> <p>4. Interpret universal themes, values, and conflicts in a</p>		
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	selection.			
7	<p>1. Use the problem-solving process to refine understanding by:</p> <ul style="list-style-type: none"> <li>analyzing problems and solutions within various texts and situations</li> <li>utilizing the problem-solving process within various contexts and situations</li> </ul> <p>constructing essays and presentations that respond to a given problem by proposing a solution that</p>	<p>2. Analyze the impact of taxing and spending decisions upon individuals, organizations, businesses, and various government entities.</p>	Step 1,4	
8	<ul style="list-style-type: none"> <li>researching and organizing information to achieve purpose using notes and memory aides to structure information</li> <li>supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources</li> <li>citing sources used</li> <li>employing graphics, charts, diagrams, and graphs to enhance communication</li> </ul>	<p>2. Identify how fundamental characteristics of the United States' economic system influence economic decision making (e.g., private property, profits, competition) at local, state, tribal, and national levels.</p>	Step 4,	

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**New Mexico Grades 9 – 12 State Content Standards with Benchmarks and Performance Standards: Social Studies**  
 Aligned to **We the People...Project Citizen**

Grade	Language Arts	Performance Standard Social Studies	Project Citizen Step	Math/Science
9 - 12	-12 Benchmark I-C: Demonstrate critical thinking skills to evaluate information and solve problems  1. Examine texts for arguments and develop informed opinions by: <ul style="list-style-type: none"> <li>• examining relevant reason and evidence</li> <li>• noting the progression of ideas that substantiate the proposal</li> <li>• analyzing the style, tone, and use of</li> </ul>	<b><u>Strand:</u></b> History <b><u>Content Standard I:</u></b> 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. <b><u>Benchmark I-A:</u></b> New Mexico: Analyze how people and events of New Mexico have influenced United States and world history since statehood.	Step 1, 3, 4	NA

	<p>language for a particular effect</p> <ul style="list-style-type: none"> <li>• identifying and analyzing personal, social, historical, or cultural influences, contexts, or biases</li> <li>• identifying and analyzing rhetorical strategies that support proposals</li> </ul> <p>2. Support informed opinions by providing relevant and convincing reasons, using various types of evidence, language, and organizational structure, and demonstrating an awareness of possible questions, concerns, or counter-arguments.</p> <p>3. Create and use criteria to evaluate the effectiveness of communication.</p> <p>4. Represent abstract information (e.g., concepts, generalizations) as explicit mental pictures.</p>			
	<p>1. Examine controversial issues by:</p> <ul style="list-style-type: none"> <li>• sharing and evaluating personal response</li> <li>• researching and summarizing data</li> <li>• developing a framework in which to discuss the issue (creating the context)</li> <li>• compiling personal responses and researched data to organize the argument</li> <li>• presenting data in various forms (e.g., graph, essay, speech, video)</li> </ul> <p>2. Critically interpret and evaluate</p>	<p>2. Analyze the geographic, economic, social, and political factors of New Mexico that impacted United States and world history, to include:</p> <ul style="list-style-type: none"> <li>○ 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</li> <li>○ role of water issues as they relate to development of</li> </ul>	Step 1, 3, 4	NA

	<p>experiences, literature, language, and ideas by:</p> <ul style="list-style-type: none"> <li>• making generalizations supported by specific references</li> <li>• reflecting on observations and their relationship to a current viewpoint</li> <li>• distinguishing fact from fiction and recognizing personal bias</li> </ul> <p>3. Identify critical questions that would lead to a broader understanding of a selection.</p> <p>4. Identify complex literary terms and find examples in text.</p> <p>5. Read critically and independently to draw conclusions from research.</p>	<p>industry, population growth, historical issues, and current acequia systems/water organizations</p> <ul style="list-style-type: none"> <li>○ urban development</li> <li>○ role of the federal government (e.g., military bases, national laboratories, national parks, Indian reservations, transportation systems, water projects)</li> <li>○ unique role of New Mexico in the 21st century as a “Minority Majority” state.</li> </ul>		
	<p>. Research, define, and present issues of public concern by:</p> <ul style="list-style-type: none"> <li>• using a variety of resources such as media centers, on-line resources, interviews, and personal reflection</li> <li>• specifying the nature of an issue, including claims made and the reasoning that supports those claims</li> <li>• organizing and delivering a presentation that specifies reasons for the claim and makes a clear stance on the issue.</li> </ul> <p>2. Identify and analyze the philosophical assumptions and basic beliefs underlying an author’s work.</p>	<p>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:</p> <ul style="list-style-type: none"> <li>○ analyze perspectives that have shaped the structures of historical knowledge</li> <li>○ describe ways historians study the past and explain connections made between the past and the present and their impact.</li> </ul>	Step 4, 5	NA

Grade		Performance Standard <b>Benchmark I-B:</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.</i>	Project Citizen Step	NA
9 - 12	<p>1. Demonstrate increasing insight and reflection to print and non-print text through personal expression.</p> <p>2. Reflect and respond expressively to texts so that the audience will:</p> <ul style="list-style-type: none"> <li>• discover multiple perspectives</li> <li>• investigate and articulate connections</li> <li>• explore how life experiences influence a response to a selection</li> </ul> <p>recognize that responses of others may be different</p> <p>3. Respond to informational texts by: using a variety of strategies for preparation, engagement, and reflection paraphrasing main ideas and supporting details explaining significant connections between speaker's/author's purpose, tone, biases, and the message</p>	<p>6. <i>Analyze the development of voting and civil rights for all groups in the United States following Reconstruction, to include:</i></p> <p><i>intent and impact of the 13th, 14th, and 15th Amendments to the Constitution</i></p> <ul style="list-style-type: none"> <li>○ <i>segregation as enforced by Jim Crow laws following Reconstruction key court cases (e.g., Plessy v. Ferguson, Brown v. Board of Education of Topeka, Roe v. Wade) roles and methods of civil rights advocates (e.g., Martin Luther King, Jr., Malcolm X, Rosa Parks, Russell Means, Cesar Chavez) rise of Black Power, Brown Power, American Indian Movement, United Farm workers.</i></li> </ul>	Step 1 3	NA
	<p>1. Express reflections and reactions to print and non-print texts as well as to personal experience by:</p> <ul style="list-style-type: none"> <li>• composing and presenting reflective</li> </ul>	<p>9. <i>Explain how United States history represents a framework of knowledge and skills within which to understand the complexity of the human experience, to</i></p>	Step 4, 5	NA

	<p>texts that give an audience an understanding of complex thoughts and feelings, a sense of significance, and a sense of encouragement to reflect on own ideas</p> <ul style="list-style-type: none"> <li>• responding to texts make connections, reflecting on cultural and historical perspectives, examining own response, and recognizing features of the author’s use of language and how the writer relates to the subject so that the audience will empathize,</li> </ul> <p>2. Analyze and critique texts from various perspectives and approaches by:</p> <ul style="list-style-type: none"> <li>• developing critiques based on establishing and applying clear, credible criteria for evaluation</li> </ul> <p>substantiating assessments with reasons and evidence</p>	<p><i>include:</i></p> <ul style="list-style-type: none"> <li>○ <i>analyze perspectives that have shaped the structures of historical knowledge</i></li> <li>○ <i>describe ways historians study the past</i></li> <li>○ <i>explain connections made between the past and the present and their impact</i></li> </ul>		
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Grade		Performance Standard- <b>Benchmark I-D:</b> Skills: Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts	Project Citizen Step	
9 - 12	<p>1. Use a variety of techniques for researching topics including:</p> <ul style="list-style-type: none"> <li>• cross-referencing while gathering information</li> <li>• summarizing dialogue</li> <li>• using news sources (e.g., newspapers,</li> </ul>	<p>1. Understand how to use the skills of historical analysis to apply to current social, political, geographic, and economic issues</p>	Step 3,4,5	

	<p>magazines, TV, radio, videotapes, Internet, email, government publications, microfiche, other library resources)</p> <p>2. Synthesize a variety of types of visual information including</p>			
	<p>. Use a variety of information resources to critically interpret and evaluate experiences, language, and ideas.</p> <p>2. Make extensive use of primary sources when researching a topic and make in-depth analyses of the validity and reliability of primary source information.</p> <p>3. Use multiple resources to gather information to evaluate problems, examine cause and effect relationships, and answer research questions to inform an audience.</p>	<p>2. Apply chronological and spatial thinking to understand the importance of events</p>	<p>Step 4,5</p>	
	<p>. Use a variety of information resources to critically interpret and evaluate experiences, language, and ideas.</p> <p>2. Make extensive use of primary sources when researching a topic and make in-depth analyses of the validity and reliability of primary source information.</p> <p>3. Use multiple resources to gather information to evaluate problems, examine cause and effect relationships, and answer research questions to inform an audience.</p>	<p>3. Describe primary and secondary sources and their uses in research</p>	<p>Step 3</p>	



	<p>1. Conduct research using data from in-depth field studies.</p> <p>2. Synthesize information from multiple research studies to draw conclusions that go beyond those found in any of the individual studies.</p> <p>3. Inform an audience by using a variety of media to research and explain insights.</p> <p>4. Demonstrate proficiency in accessing and sending information</p>	<p>5. Distinguish “facts” from authors’ opinions and evaluate an author’s implicit and explicit philosophical assumptions, beliefs, of biases about the subject</p>	<p>Step 3, 4</p>	
	<p>1. Conduct research using data from in-depth field studies.</p> <p>2. Synthesize information from multiple research studies to draw conclusions that go beyond those found in any of the individual studies.</p> <p>3. Inform an audience by using a variety of media to research and explain insights.</p> <p>4. Demonstrate proficiency in accessing and sending information</p>	<p>6. Interpret events and issues based upon the historical, economic, political, social, and geographic context of the participants</p>	<p>Step 3,4</p>	
	<p>1. Use a variety of techniques for researching topics including:</p> <ul style="list-style-type: none"> <li>• cross-referencing while gathering information</li> <li>• summarizing dialogue</li> <li>• using news sources (e.g., newspapers, magazines, TV, radio, videotapes, Internet, email, government publications, microfiche, other library resources)</li> </ul>	<p>7. Analyze the evolution of particular historical and contemporary perspectives</p>	<p>Step 2,3,4</p>	

	2. Synthesize a variety of types of visual information including pictures and symbols.			
	<p>1. Identify and defend research questions and topics that will be important in the future.</p> <p>2. Use a variety of resources to gather information to critically analyze texts to gain meaning, develop thematic connections, and synthesize ideas.</p> <p>3. Demonstrate increasing sophistication in the selection and use of resources to define issues and use argument effectively.</p>	8. Explain how to use technological tools to research data, verify facts and information, and communicate findings.	Steps 3	

**New Mexico Grades 9 - 12 State Content Standards with Benchmarks and Performance Standards: Social Studies**  
 Aligned to **We the People...Project Citizen**

Grade		Performance Standard- <b>Strand:</b> Geography <b>Content Standard II:</b> 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. <b>Benchmark II-A:</b> 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.	Project Citizen Step	
9 - 12	<p>1. Examine texts for arguments and develop informed opinions by:</p> <ul style="list-style-type: none"> <li>• examining relevant reason and evidence</li> <li>• noting the progression of ideas</li> </ul>	1. Evaluate and select appropriate geographic representations to analyze and explain natural and man-made issues and problems.	Step 2,3,4	

	<p>that substantiate the proposal</p> <ul style="list-style-type: none"> <li>• analyzing the style, tone, and use of language for a particular effect</li> <li>• identifying and analyzing personal, social, historical, or cultural influences, contexts, or biases</li> <li>• identifying and analyzing rhetorical strategies that support proposals</li> </ul> <p>2. Support informed opinions by providing relevant and convincing reasons, using various types of evidence, language, and organizational structure, and demonstrating an awareness of possible questions, concerns, or counter-arguments.</p> <p>3. Create and use criteria to evaluate the effectiveness of communication.</p> <p>4. Represent abstract information (e.g., concepts, generalizations</p>			
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Grade		Performance Standard- <b>Benchmark II-B:</b> <i>Analyze natural and man-made characteristics of worldwide locales: describe regions, their interrelationships, and patterns of change.</i>	Project Citizen Step	
9 - 12	<p>1. Examine texts for arguments and develop informed opinions by:</p> <ul style="list-style-type: none"> <li>• examining relevant reason and evidence</li> </ul>	<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</p>	Step 1,2,4	

	<ul style="list-style-type: none"> <li>• noting the progression of ideas that substantiate the proposal</li> <li>• analyzing the style, tone, and use of language for a particular effect</li> <li>• identifying and analyzing personal, social, historical, or cultural influences, contexts, or biases</li> <li>• identifying and analyzing rhetorical strategies that support proposals</li> </ul> <p>2. Support informed opinions by providing relevant and convincing reasons, using various types of evidence, language, and organizational structure, and demonstrating an awareness of possible questions, concerns, or counter-arguments.</p> <p>3. Create and use criteria to evaluate the effectiveness of communication.</p> <p>4. Represent abstract information (e.g., concepts, generalizations</p>	<p>environmental change.</p>		
	<p>1. Examine controversial issues by:</p> <ul style="list-style-type: none"> <li>• sharing and evaluating personal response</li> <li>• researching and summarizing data</li> <li>• developing a framework in which to discuss the issue</li> </ul>	<p>2. Analyze how the character and meaning of a place is relates to its economic, social, and cultural characteristics, and why diverse groups in society view paces and regions differently.</p>	<p>Step 1,2,4</p>	

	<p>(creating the context)</p> <ul style="list-style-type: none"> <li>• compiling personal responses and researched data to organize the argument</li> <li>• presenting data in various forms (e.g., graph, essay, speech, video)</li> </ul> <p>2. Critically interpret and evaluate experiences, literature, language, and ideas by:</p> <ul style="list-style-type: none"> <li>• making generalizations supported by specific references</li> <li>• reflecting on observations and their relationship to a current viewpoint</li> <li>• distinguishing fact from fiction and recognizing personal bias</li> </ul> <p>3. Identify critical questions that would lead to a broader understanding of a selection.</p> <p>4. Identify complex literary terms and find examples in text.</p> <p>5. Read critically and independently to draw conclusions from research.</p>			
	<p>1. Examine controversial issues by:</p> <ul style="list-style-type: none"> <li>• sharing and evaluating personal response</li> <li>• researching and summarizing data</li> <li>• developing a framework in</li> </ul>	<p>3. Analyze and evaluate changes in regions and recognizes the patterns and causes of those changes.</p>	<p>Step 1,2,4</p>	

	<p>which to discuss the issue (creating the context)</p> <ul style="list-style-type: none"> <li>• compiling personal responses and researched data to organize the argument</li> <li>• presenting data in various forms (e.g., graph, essay, speech, video)</li> </ul> <p>2. Critically interpret and evaluate experiences, literature, language, and ideas by:</p> <ul style="list-style-type: none"> <li>• making generalizations supported by specific references</li> <li>• reflecting on observations and their relationship to a current viewpoint</li> <li>• distinguishing fact from fiction and recognizing personal bias</li> </ul> <p>3. Identify critical questions that would lead to a broader understanding of a selection.</p> <p>4. Identify complex literary terms and find examples in text.</p> <p>5. Read critically and independently to draw conclusions from research.</p>			
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Grade		Performance Standard- <b>Benchmark II-C:</b> Analyze the impact of people, places, and natural environments upon the past and present in terms of our ability to plan for the future	Project Citizen Step	
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9 - 12	<p>1. Examine controversial issues by:</p> <ul style="list-style-type: none"> <li>• sharing and evaluating personal response</li> <li>• researching and summarizing data</li> <li>• developing a framework in which to discuss the issue (creating the context)</li> <li>• compiling personal responses and researched data to organize the argument</li> <li>• presenting data in various forms (e.g., graph, essay, speech, video)</li> </ul> <p>2. Critically interpret and evaluate experiences, literature, language, and ideas by:</p> <ul style="list-style-type: none"> <li>• making generalizations supported by specific references</li> <li>• reflecting on observations and their relationship to a current viewpoint</li> <li>• distinguishing fact from fiction and recognizing personal bias</li> </ul> <p>3. Identify critical questions that would lead to a broader understanding of a selection.</p> <p>4. Identify complex literary terms and find examples in text.</p> <p>5. Read critically and independently</p>	<p>2. Compare and contrast how different viewpoints influence policy regarding the use and management of natural resources.</p>	Step 1,4,5	
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	to draw conclusions from research.		
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Grade		Performance Standard- <b>Benchmark II-E:</b> Analyze and evaluate how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.	Project Citizen Step	
9 - 12	<p>. Explain meaning, describe processes, and answer research questions to inform others by:</p> <ul style="list-style-type: none"> <li>• demonstrating the ability to read and listen to explanatory texts using appropriate preparation, engagement, and reflection</li> <li>• demonstrating comprehension of major ideas</li> <li>• summarizing major steps</li> <li>• determining accuracy and clarity of the selection</li> </ul> <p>2. Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of literary forms.</p> <p>3. Accurately interpret information from and detect inconsistencies in a variety of informational, literary, and technical texts.</p> <p>4. Scan reading selections to determine whether a text contains relevant</p>	<p>4. Analyze 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.</p>	Step 1, 3,4	



	<p>information.</p> <p>5. Use discussion with peers as a way of understanding information.</p> <p>6. Effectively use a variety of interactive technologies to enhance understanding of reading selections (e.g., internet, email, CD-ROM, on-line publications, digital images, video).</p>			
	<p>. Explain meaning, describe processes, and answer research questions to inform others by:</p> <ul style="list-style-type: none"> <li>• demonstrating the ability to read and listen to explanatory texts using appropriate preparation, engagement, and reflection</li> <li>• demonstrating comprehension of major ideas</li> <li>• summarizing major steps</li> <li>• determining accuracy and clarity of the selection</li> </ul> <p>2. Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of literary forms.</p> <p>3. Accurately interpret information from and detect inconsistencies in a variety of informational, literary,</p>	<p>5. Analyze how cultures shape characteristics of a region</p>	<p>Step 1,3,4</p>	

	<p>and technical texts.</p> <p>4. Scan reading selections to determine whether a text contains relevant information.</p> <p>5. Use discussion with peers as a way of understanding information.</p> <p>6. Effectively use a variety of interactive technologies to enhance understanding of reading selections (e.g., internet, email, CD-ROM, on-line publications, digital images, video).</p>			
	<p>1. Pose questions prompted by text and research answers by:</p> <ul style="list-style-type: none"> <li>• accessing cultural information or explanations from print and non-print media sources</li> <li>• prioritizing and organizing information to construct a complete and reasonable explanation</li> </ul> <p>2. Analyze the ideas of others by identifying the ways in which writers:</p> <ul style="list-style-type: none"> <li>• introduce and develop a main idea</li> <li>• choose and incorporate significant, supporting, relevant details</li> <li>• relate the structure/organization to the ideas</li> <li>• use effective word choice as a basis for coherence</li> </ul>	<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)</p>	<p>Step 3,4,5</p>	

	<ul style="list-style-type: none"> <li>• achieve a sense of completeness and closure</li> </ul> <p>3. Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of works that relate to an issue, author, or theme.</p> <p>4. Identify complex, implicit hierarchic structures in informational texts and relationships between the concepts and details in these structures.</p>			
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Grade		Performance Standard- <b>Benchmark II-F:</b> <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.</i>	Project Citizen Step	
9 - 12	<p>1. Pose questions prompted by text and research answers by:</p> <ul style="list-style-type: none"> <li>• accessing cultural information or explanations from print and non-print media sources</li> <li>• prioritizing and organizing information to construct a complete and reasonable explanation</li> </ul> <p>2. Analyze the ideas of others by identifying the ways in which writers:</p>	1. Compare the ways man-made and natural processes modify the environment and how these modifications impact resource allocations.	Step 1,2,3	

	<ul style="list-style-type: none"> <li>• introduce and develop a main idea</li> <li>• choose and incorporate significant, supporting, relevant details</li> <li>• relate the structure/organization to the ideas</li> <li>• use effective word choice as a basis for coherence</li> <li>• achieve a sense of completeness and closure</li> </ul> <p>3. Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of works that relate to an issue, author, or theme.</p> <p>4. Identify complex, implicit hierarchic structures in informational texts and relationships between the concepts and details in these structures.</p>			
	<p>1. Pose questions prompted by text and research answers by:</p> <ul style="list-style-type: none"> <li>• accessing cultural information or explanations from print and non-print media sources</li> <li>• prioritizing and organizing information to construct a complete and reasonable explanation</li> </ul> <p>2. Analyze the ideas of others by identifying the ways in which writers:</p> <ul style="list-style-type: none"> <li>• introduce and develop a main idea</li> </ul>	<p>2. Analyze how environmental changes bring about and impact resources.</p>	<p>Step 3,4,5</p>	

	<ul style="list-style-type: none"> <li>• choose and incorporate significant, supporting, relevant details</li> <li>• relate the structure/organization to the ideas</li> <li>• use effective word choice as a basis for coherence</li> <li>• achieve a sense of completeness and closure</li> </ul> <p>3. Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of works that relate to an issue, author, or theme.</p> <p>4. Identify complex, implicit hierarchic structures in informational texts and relationships between the concepts and details in these structures.</p>			
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**New Mexico Grades 9 – 12 State Content Standards with Benchmarks and Performance Standards: Social Studies**  
 Aligned to **We the People...Project Citizen**

Grade		Performance Standard- <b><u>Strand:</u></b> Civics and Government <b><u>Content Standard III:</u></b> Students understand the ideals, rights, and responsibilities of citizenship and understand the content	Project Citizen Step	
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		<p>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.</p> <p><b>Benchmark III-A:</b> 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>		
9 - 12	<p>1. Explain meaning, describe processes, and answer research questions to inform others by:</p> <ul style="list-style-type: none"> <li>• demonstrating the ability to read and listen to explanatory texts using appropriate preparation, engagement, and reflection</li> <li>• demonstrating comprehension of major ideas</li> <li>• summarizing major steps</li> <li>• determining accuracy and clarity of the selection</li> </ul> <p>2. Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of literary forms.</p> <p>3. Accurately interpret information from and detect inconsistencies in a variety of informational, literary, and technical texts.</p> <p>4. Scan reading selections to determine</p>	<p>1. Analyze the structure, powers, and role of the legislative branch of the United States government, to include:</p> <ul style="list-style-type: none"> <li>○ lawmaking process</li> </ul>	Step 2.3.4	

	<p>whether a text contains relevant information.</p> <p>5. Use discussion with peers as a way of understanding information.</p> <p>6. Effectively use a variety of interactive technologies to enhance understanding of reading selections (e.g., internet, email, CD-ROM, on-line publications, digital images, video).</p>			
	<p>1. Explain meaning, describe processes, and answer research questions to inform others by:</p> <ul style="list-style-type: none"> <li>• demonstrating the ability to read and listen to explanatory texts using appropriate preparation, engagement, and reflection</li> <li>• demonstrating comprehension of major ideas</li> <li>• summarizing major steps</li> <li>• determining accuracy and clarity of the selection</li> </ul> <p>2. Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide</p>	<p>5. Analyze the rights, protections, limits, and freedoms included within the United States Constitution and Bill of Rights, to include:</p> <ul style="list-style-type: none"> <li>○ constitutional mandates such as the right of habeas corpus, no bill of attainder, and the prohibition of the ex post facto laws</li> <li>○ 1st Amendment guarantees freedom of religion, speech, press, assembly, and petition</li> <li>○ 4th, 5th, and 6th Amendments address search and seizure, rights of the accused, right to a fair and speedy trial, and other legal protections</li> <li>○ 14th Amendment protection of due process and equal protection under the law</li> </ul>	<p>Step 2.,3,4</p>	

	<p>range of literary forms.</p> <p>3. Accurately interpret information from and detect inconsistencies in a variety of informational, literary, and technical texts.</p> <p>4. Scan reading selections to determine whether a text contains relevant information.</p> <p>5. Use discussion with peers as a way of understanding information.</p> <p>6. Effectively use a variety of interactive technologies to enhance understanding of reading selections (e.g., internet, email, CD-ROM, on-line publications, digital images, video).</p>			
	<p>1. Explain meaning, describe processes, and answer research questions to inform others by:</p> <ul style="list-style-type: none"> <li>• demonstrating the ability to read and listen to explanatory texts using appropriate preparation, engagement, and reflection</li> <li>• demonstrating comprehension of major ideas</li> <li>• summarizing major steps</li> <li>• determining accuracy and clarity of the selection</li> </ul> <p>2. Demonstrate increasing</p>	<p>7. Describe and analyze the powers and responsibilities of (including the concept of legitimate power) local, state, tribal, and national governments.</p>	<p>Step 1.2.3.4.</p>	



	<p>comprehension and ability to respond personally to texts by selecting and exploring a wide range of literary forms.</p> <p>3. Accurately interpret information from and detect inconsistencies in a variety of informational, literary, and technical texts.</p> <p>4. Scan reading selections to determine whether a text contains relevant information.</p> <p>5. Use discussion with peers as a way of understanding information.</p> <p>6. Effectively use a variety of interactive technologies to enhance understanding of reading selections (e.g., internet, email, CD-ROM, on-line publications, digital images, video).</p>			
Grade		Performance Standard- <b>Benchmark III-D:</b> Understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring, and influencing.	Project Citizen Step	
9 -12	<p>1. Explain meaning, describe processes, and answer research questions to inform others by:</p> <ul style="list-style-type: none"> <li>• demonstrating the ability to read and listen to explanatory</li> </ul>	<p>2. Explain the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the constitution of local, state, tribal and federal governments.</p>		

	<p>texts using appropriate preparation, engagement, and reflection</p> <ul style="list-style-type: none"> <li>• demonstrating comprehension of major ideas</li> <li>• summarizing major steps</li> <li>• determining accuracy and clarity of the selection</li> </ul> <p>2. Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of literary forms.</p> <p>3. Accurately interpret information from and detect inconsistencies in a variety of informational, literary, and technical texts.</p> <p>4. Scan reading selections to determine whether a text contains relevant information.</p> <p>5. Use discussion with peers as a way of understanding information.</p> <p>6. Effectively use a variety of interactive technologies to enhance understanding of reading selections (e.g., internet, email, CD-ROM, on-line publications, digital images, video).</p>			
	<p>1. Increase fluency, comprehension,</p>	<p>1. Describe and analyze the influence of the non-elected</p>	<p>Step</p>	

<p>and insight through meaningful and comprehensive reading instruction by:</p> <ul style="list-style-type: none"> <li>• using effective reading strategies to match type of text</li> <li>• reading self-selected literature and other materials of individual interest</li> <li>• reading selections and other materials assigned</li> <li>• discussing selections in teacher-student discussions and small groups</li> <li>• taking an active role in whole-class seminars</li> <li>• discussing and analyzing the effects on texts of literary devices, such as figurative language, dialogue and flashback</li> <li>• interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style</li> <li>• investigating examples of distortion and stereotype</li> <li>• recognizing underlying messages in order to identify recurring themes</li> </ul> <p>2. Generate questions to be answered while reading and reflect on what has been learned after reading.</p> <p>3. Use specific strategies to clear</p>	<p>(e.g., staff, lobbyists, interest groups).</p>	<p>2.3.</p>	
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	<p>up confusing parts of a text (e.g., re-read the text, consult another source, ask for help).</p> <p>4. Follow oral and written directions for a procedure.</p>			
	<p>1. Increase fluency, comprehension, and insight through meaningful and comprehensive reading instruction by:</p> <ul style="list-style-type: none"> <li>• using effective reading strategies to match type of text</li> <li>• reading self-selected literature and other materials of individual interest</li> <li>• reading selections and other materials assigned</li> <li>• discussing selections in teacher-student discussions and small groups</li> <li>• taking an active role in whole-class seminars</li> <li>• discussing and analyzing the effects on texts of literary devices, such as figurative language, dialogue and flashback</li> <li>• interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style</li> <li>• investigating examples of distortion and stereotype</li> </ul>	<p>2. Analyze the rights and obligations of citizens in the United States, to include:</p> <ul style="list-style-type: none"> <li>○ connections between self-interest, the common good, and the essential element of civic virtue as described in The Federalist Papers Numbers 5 and 49</li> <li>○ obeying the law, serving on juries, paying taxes, voting, registering for selective service, and military service.</li> </ul>	<p>Step 2.3.4.</p>	

	<ul style="list-style-type: none"> <li>• recognizing underlying messages in order to identify recurring themes</li> </ul> <p>2. Generate questions to be answered while reading and reflect on what has been learned after reading</p> <p>3. Use specific strategies to clear up confusing parts of a text (e.g., re-read the text, consult another source, ask for help).</p> <p>4. Follow oral and written directions for a procedure.</p>			
	<p>1. Respond to various texts and literary selections using interpretive and evaluative reading processes by:</p> <ul style="list-style-type: none"> <li>• reading a variety of literary and other texts(e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems)</li> <li>• analyzing what specific characteristics of literary works (fiction, nonfiction, drama, and poetry) have on the meaning of the work</li> <li>• analyzing what impact literary elements have on the meaning of the text, such as the influence of setting on the problem and its resolution</li> </ul> <p>2. Understand stories and</p>	<p>3. Demonstrate the skills needed to participate in government at all levels, to include:</p> <ul style="list-style-type: none"> <li>○ analyze public issues and the political system</li> <li>○ evaluate candidates and their positions</li> <li>○ debate current issues.</li> </ul>	<p>Steps 1.2.3.4.</p>	

	<p>expository texts from the perspective of the attitudes and values of the time period in which they were written.</p> <p>3. Accurately identify author's purpose and perspective.</p> <p>4. Use knowledge of context and vocabulary to understand informational text.</p>			
	<p>1. Respond to various texts and literary selections using interpretive and evaluative reading processes by:</p> <ul style="list-style-type: none"> <li>• reading a variety of literary and other texts(e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems)</li> <li>• analyzing what specific characteristics of literary works (fiction, nonfiction, drama, and poetry) have on the meaning of the work</li> <li>• analyzing what impact literary elements have on the meaning of the text, such as the influence of setting on the problem and its resolution</li> </ul> <p>2. Understand stories and expository texts from the</p>	<p>4. Analyze factors that influence the formation of public opinion (e.g., media, print, advertising, news broadcasts, magazines, radio).</p>	<p>Steps 1.2.3.4.</p>	

	<p>perspective of the attitudes and values of the time period in which they were written.</p> <p>3. Accurately identify author's purpose and perspective</p> <p>4. Use knowledge of context and vocabulary to understand informational text.</p>			
	<p>1. Evaluate personal effectiveness in group discussions and make corrections as necessary.</p> <p>2. Ask questions to broaden and enrich discussions.</p> <p>3. Express an informed opinion that clearly states a personal view, is logical and coherent, and engages the reader's interest.</p> <p>4. Support an informed opinion by using appropriate language, reason, and organizational structure for the audience and purpose.</p>	<p>5. Evaluate standards, conflicts, and issues related to universal human rights and their impact on public policy.</p>	<p>Steps. 1.2.3.4.</p>	

**New Mexico Grades 9 – 12 State Content Standards with Benchmarks and Performance Standards: Social Studies**  
 Aligned to **We the People...Project Citizen**

Grade		Performance Standard- <b>Strand:</b> Economics <b>Content Standard IV:</b> 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. <b>Benchmark IV-A:</b> 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.	Project Citizen Step	
9 - 12	1. Evaluate personal effectiveness in group discussions and make corrections as necessary. 2. Ask questions to broaden and enrich discussions. 3. Express an informed opinion that clearly states a personal view, is logical and	1. Analyze “opportunity costs” as a factor resulting from the process of decision making.	Step 4	



	<p>coherent, and engages the reader's interest.</p> <p>4. Support an informed opinion by using appropriate language, reason, and organizational structure for the audience and purpose.</p>			
	<p>1. Evaluate personal effectiveness in group discussions and make corrections as necessary.</p> <p>2. Ask questions to broaden and enrich discussions.</p> <p>3. Express an informed opinion that clearly states a personal view, is logical and coherent, and engages the reader's interest.</p> <p>4. Support an informed opinion by using appropriate language, reason, and organizational structure for the audience and purpose.</p>	4. Analyze and evaluate the impact of economic choices on the allocation of scarce resources.	Step 4	
	<p>1. Evaluate personal effectiveness in group discussions and make corrections as necessary.</p> <p>2. Ask questions to broaden and enrich discussions.</p> <p>3. Express an informed opinion that clearly states a personal view, is logical and coherent, and engages the reader's interest.</p> <p>4. Support an informed opinion by using appropriate language, reason, and organizational structure for the audience and purpose.</p>	5. 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.	Step 1, 4	
	<p>1. Produce responses to editorials/literature for a neutral audience by providing:</p> <ul style="list-style-type: none"> <li>• a clearly stated position or proposed solution</li> <li>• relevant, reliable support</li> </ul> <p>2. Make well-informed and well-organized</p>	10. Use quantitative data to analyze economic information.	Step 4	

	<p>formal presentations with a clear main point, adjusting the message, wording, and delivery to the particular audience and context.</p> <p>3. Defend argumentative positions on literary and non-literary issues by:</p> <ul style="list-style-type: none"> <li>• sharing and evaluating initial personal response</li> <li>• presenting researched and summarized information</li> <li>• creating a context to discuss the issue</li> </ul> <p>researching and compiling data to organize the argument presenting data</p>			
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Grade		Performance Standard- <b>Benchmark IV-B:</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.	Project Citizen Step	
9 - 12	<p>1. Evaluate personal effectiveness in group discussions and make corrections as necessary.</p> <p>2. Ask questions to broaden and enrich discussions.</p> <p>3. Express an informed opinion that clearly states a personal view, is logical and coherent, and engages the reader's interest.</p> <p>4. Support an informed opinion by using appropriate language, reason, and organizational structure for the audience and purpose.</p>	4. Analyze the importance of, and issues related to, the location and management of the factors of production.	Step 4	

