

Language Arts

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New Mexico Grades 5 - 8 State Content Standards with Benchmarks: Civics and Government
 Aligned to the We the People...the Constitution Curriculum

	<p>Grade Performance Standards Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.</p> <p>5-8 Benchmarks III-A: Understand the structure, functions, and powers of government (local, state, tribal and national).</p>	<p>Elementary/ Middle School -We the People Unit / Lesson</p>	
<p>1. Narrate a personal account that:</p> <ul style="list-style-type: none"> • establishes a point of view and sharpens focus • uses remembered feelings • selects details that best illuminate the topic • connects events to self and society <p>2. Interact in group activities and/or seminars to:</p> <ul style="list-style-type: none"> • share personal reactions to questions raised • give reasons and cite examples from texts to support opinions • clarify, illustrate, or expand on a response • ask classmates for similar expansion <p>3. Compare, contrast, and evaluate for details, main ideas, themes, actions, and main character from oral selections.</p>	<p>5</p> <p>1. Explain how the three branches of the federal government function and understand how they are defined in the United States Constitution.</p> <p>2. Identify the fundamental ideals and principles of our republican form of government (e.g., inalienable rights (“life, liberty, and the pursuit of happiness”), the rule of law, justice, equality under the law.</p> <p>3. Identify and describe the significance of American symbols, landmarks, and essential documents (e.g., Declaration of Independence; United States Constitution; Bill of Rights; Federalist Papers; Washington, DC; Liberty Bell; Gettysburg Address; Statute of Liberty; government to government accords; Treaty of Guadalupe Hidalgo; Gadsden Purchase).</p> <p>4. Compare and contrast the basic government sovereignty of local, state, tribal, and national governments.</p>	<p><i>Elementary</i></p> <p>Lessons 11, 12,13, 14, 15</p> <p>Lessons 3 Lessons 4, 5 Lessons 4, 19</p>	<p><i>Middle School</i></p> <p>Lessons 14, 15</p> <p>Lesson 2 Lesson 7 Lesson 8, 18</p>
<p>1. Understand concept of primary source.</p>	<p>6</p>		

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<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"> • 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) • evaluating the usefulness and quality of information and ideas based on purpose, experiences, text(s) and graphics <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>	<p>1. Describe the concept of democracy as developed by the Greeks, and compare the evolution of democracies throughout the world.</p> <p>2. Describe the concept of republic as developed by the Romans and compare to other republican governments.</p>	<p><i>Elementary</i> Lessons 2,13</p> <p>Lesson 2</p>	<p><i>Middle School</i> Lesson 5</p> <p>Lesson 2</p>
<p>1. Interpret and synthesize information from a variety of sources by:</p> <ul style="list-style-type: none"> • reviewing the characteristics of informational works • restating and summarizing information • determining the importance of information • making connections to related topics and information • monitoring comprehension • drawing inferences • generating questions 	<p>7</p> <p>1. Explain the structure and functions of New Mexico’s state government as expressed in the New Mexico Constitution, to include:</p> <ul style="list-style-type: none"> • roles and methods of initiative, referendum, and recall processes • function of multiple executive offices • election process (e.g., primaries and general elections) • criminal justice system (e.g., juvenile justice). <p>2. Explain the roles and relationships of different levels of the legislative process, to include:</p> <ul style="list-style-type: none"> • structure of New Mexico legislative 		

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<p>2. Use multiple sources of print and non-print information in developing informational materials such as brochures, newsletters, and advertisements by:</p> <ol style="list-style-type: none"> exploring a variety of sources that provide information (e.g., books, newspapers, Internet, electronic databases, CD-ROMs) distinguishing between primary and secondary sources Organize information gathered for a research topic into major components based on appropriate criteria. 	<p>districts (e.g., number of districts, students' legislative district, representatives and senators of the students' district).</p> <ul style="list-style-type: none"> the structure of the New Mexico Legislature and leaders of the Legislature during the current session (e.g., bicameral, House of Representatives and Senate, Speaker of the House of Representatives, Senate Pro Tem). <p>3. Compare the structure and functions of the New Mexico Legislature with that of the state's tribal governments (e.g., Pueblo Indian Council; Navajo, Apache, and Hopi nations).</p>	
<ol style="list-style-type: none"> Use information for specific tasks by: <ul style="list-style-type: none"> analyzing and evaluating information to extend ideas analyzing and evaluating themes and central ideas in relation to personal and societal issues creating a research product in both written and presentation form Use images, videos, and visual representations as informational research tools. 	<p>8</p> <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"> the federal system dividing sovereignty between the states and the federal government, and their supporting bureaucracies the sovereignty of Native American tribes in relation to state and federal governments (and government to government relationships) Bill of Rights, amendments to Constitution the primacy of individual liberty Constitution is designed to secure our liberty by both empowering and limiting central government struggles over the creation of the Bill of Rights and its ratification separation of powers through the development of differing branches 	<p>Lesson 4 Lesson 4</p> <p>Lesson 4,</p> <p>Lesson Lesson 7 Lesson 12, 13 Lesson 23, 24, 25, 26, 27 Lesson 14, 15 Lesson 21, 22 Lesson 23, 24, 25 Lesson 23 Lesson 26, 27 Lesson 26, 27</p>

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	<ul style="list-style-type: none"> • John Marshall’s role in judicial review, including <i>Marbury v. Madison</i>. <p>2. Identify and describe a citizen's fundamental constitutional rights, to include:</p> <ul style="list-style-type: none"> • freedom of religion, expression, assembly, and press • right to a fair trial • equal protection and due process. <p>3. Describe the contributions of Native Americans in providing a model that was utilized in forming the United States government (Iroquois Nation).</p> <p>4. Explain and describe how water rights and energy issues cross state and national boundaries.</p>	
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	<p>Grade Performance Standards-5 - 8 Benchmark III-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</p>	<p>We the People Unit / Lesson</p>
<p>1. Evaluate text to determine author’s purpose and opinion by:</p> <ul style="list-style-type: none"> • evaluating inferences, conclusions, and generalizations • identifying elements of fiction and non-fiction that support plot development, choice of words, effectiveness of figurative language and personification <p>2. Evaluate the usefulness and quality of information and ideas based on purpose,</p>	<p>5</p> <p>1. Explain the significance and importance of American customs, symbols, landmarks, and celebrations.</p> <p>2. Identify and summarize contributions of various racial, ethnic, and religious groups to national identity.</p> <p>3. Describe selected ethnic and religious customs and celebrations that enhance local, state, tribal, and national identities.</p>	<p><i>Elementary Middle</i></p> <p>Lesson 17 18</p> <p>Lesson 22 23</p>

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<p>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"> • analyzing word choice and content • examining reasons for a character’s actions • creating and presenting a product that demonstrates a personal response • examining alternative perspectives <p>4. 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>		<p>We The People Elem/Middle</p>
<p>1. Use critical thinking skills and create criteria to evaluate text and multimedia by:</p> <ul style="list-style-type: none"> • determining purpose through exploring bias, apparent messages, emotional factors, or persuasive techniques • identifying and exploring the underlying assumptions of the author <p>2. Recognize the point of view of the author by considering alternative points</p>	<p>6</p> <p>1. Describe the significance of leadership in democratic societies and provide examples of local, national, and international leadership, to include:</p> <ul style="list-style-type: none"> • qualities of leadership • names and contributions New Mexico leaders. • names and contributions of national leaders. 	

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<p>of view or reasons by 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"> • using knowledge of language structure and literary or media techniques • drawing conclusions based on evidence, reasons, or relevant information • considering the implications, consequences, or impact of those conclusions 		
<p>1. Use the problem-solving process to refine understanding by:</p> <ul style="list-style-type: none"> • analyzing problems and solutions within various texts and situations • utilizing the problem-solving process within various contexts and situations • constructing essays and presentations that respond to a given problem by proposing a solution that includes relevant details <p>2. Refine critical thinking skills and develop criteria that evaluate arguments and judgments by:</p> <ul style="list-style-type: none"> • stating a firm judgment • justifying the judgment with logical, relevant reasons, clear examples, and supporting details • creating an organizing structure 	<p>7</p> <ol style="list-style-type: none"> 1. Explain the concept of diversity and its significance within the political and social unity of New Mexico. 2. Describe ways in which different groups maintain their cultural heritage. 3. Explain how New Mexico’s state legislature and other state legislatures identify symbols representative of a state. 4. Identify official and unofficial public symbols of various cultures and describe how they are or are not exemplary of enduring elements of those cultures 	

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<p>appropriate to purpose, audience, and context</p> <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>		
<p>1. Create a research product in both written and presentation form by:</p> <ul style="list-style-type: none"> • determining purpose, audience, and context • choosing a relevant topic • selecting a presentation format (e.g., video, essay, interactive technology) • evaluating information for extraneous detail, inconsistencies, relevant facts, and organization • researching and organizing information to achieve purpose using notes and memory aides to structure information • supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources • citing sources used • employing graphics, charts, diagrams, and graphs to enhance communication <p>2. Analyze the inferences and conclusions</p>	<p>8</p> <p>1. Explain how the development of symbols, songs, traditions, and concepts of leadership reflect American beliefs and principles.</p> <p>2. Explain the importance of point of view and its relationship to freedom of speech and press.</p>	

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from fictional and non-fictional contexts, events, characters, settings, and themes.		
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	Grade Performance Standards-5-8 Benchmark III-C: Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government	We the People Unit / Lesson
<p>1. Apply enabling strategies and skills to read by:</p> <ul style="list-style-type: none"> expanding and refining vocabulary through wide reading, word study, content area study, writing process elements, writing as a tool, debate, discussions, seminars, and examining the author’s craft using word reference materials selecting key vocabulary critical to the text and applying appropriate meanings for understanding reading independently to increase fluency and build background knowledge <p>2. Interact with the text by:</p> <ul style="list-style-type: none"> making predictions formulating questions supporting answers from textual information, previous experience, 	<p>5</p> <p>1. Describe the narrative of the people and events associated with the development of the United States Constitution and describe its significance to the foundation of the American republic, to include:</p> <ul style="list-style-type: none"> • colonists’ and Native Americans’ shared sense of individualism, independence, and religious freedom that developed before the Revolution • Articles of Confederation • purpose of the Constitutional Convention • natural rights expressed in the Declaration of Independence <p>2. Describe the contributions and roles of major individuals, including George Washington, James Madison, and Benjamin Franklin.</p>	<p><i>Elementary Middle</i></p> <p>Lesson 5 Lesson5 Lesson 6 Lesson 6 Lesson 7 Lesson 7 Lesson 10 Less11</p>

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	<p>and/or other sources</p> <ul style="list-style-type: none"> • drawing on personal, literary, and cultural understandings • seeking additional information <p>3. Read a variety of texts (e.g., fiction, nonfiction, newspaper and magazine articles, poetry, drama)</p> <p>4. Choose materials to read independently, identifying the main ideas and significant details, and determine the correct sequence of events or information.</p>		
	<p>1. Increase fluency, comprehension, and insight through meaningful and comprehensive reading instruction by:</p> <ul style="list-style-type: none"> • using effective reading strategies to match type of text • reading self-selected literature and other materials of individual interest • reading selections and other materials assigned • discussing selections in teacher-student discussions and small groups • taking an active role in whole-class seminars • discussing and analyzing the effects on texts of literary devices, such as figurative language, dialogue and flashback • interpreting text by explaining elements such as plot, theme, 	<p>6</p> <p>1. Explain how Greek and Roman societies expanded and advanced the role of citizen.</p> <p>2. Identify historical origins of democratic forms of government (e.g., early civilizations, Native American governments).</p>	<p>Elem Middle</p> <p>Less 1,2 1, 2</p>

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	<p>point of view, characterization, mood, and style</p> <ul style="list-style-type: none"> • investigating examples of distortion and stereotype • recognizing underlying messages in order to identify recurring themes <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>5. Use knowledge of punctuation to assist in comprehension.</p>		
	<p>. Respond to various texts and literary selections using interpretive and evaluative reading processes by:</p> <ul style="list-style-type: none"> • reading a variety of literary and other texts(e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems) • analyzing what specific characteristics of literary works (fiction, nonfiction, drama, and poetry) have on the meaning of the work • analyzing what impact literary elements have on the meaning of the text, such as the influence of 	<p>7</p> <ol style="list-style-type: none"> 1. Compare and contrast New Mexico’s entry into the United States with that of the original thirteen colonies. 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. 	

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	<p>setting on the problem and its resolution</p> <p>2. Understand stories and 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</p>		
	<p>1. Analyze the purpose of the author or creator and the impact of that purpose by evaluating biases, messages, and underlying assumptions of a variety of texts and media.</p> <p>2. Analyze and evaluate themes and central ideas in literary and other texts in relation to personal and societal issues.</p> <p>3. Recognize when information presented in a text is new knowledge and describe how it can be used.</p> <p>4. Use the various parts of a text to locate specific information (index, table of contents, glossary)</p> <p>5. Identify the topic sentence in a reading selection.</p> <p>6. Independently apply the reading process and strategies to a variety of literary and informational texts and</p>	<p>8</p> <p>1. Describe political philosophies and concepts of government that became the foundation for the American Revolution and the United States government, to include:</p> <ul style="list-style-type: none"> • ideas of the nature of government and rights of the individuals expressed in the Declaration of Independence with its roots in English philosophers (e.g., John Locke) • concept of limited government and the rule of law established in the Magna Carta and the English Bill of Rights. • social covenant established in the Mayflower Compact • characteristics of representative governments • Anti-Federalist and Federalist arguments towards the new Constitution, including those expressed in the <i>Federalist Papers</i> 	<p>Elem Middle</p> <p>Lessons</p> <p>1 2</p> <p>3 4</p> <p>Elem Middle</p> <p>Lessons</p> <p>1 2</p> <p>3 4</p>

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	use the defining features and structures of those works to understand main elements, perspective, and style.	1. Concepts of federalism, democracy, bicameralism, separation of powers, and checks and balances. 2. Explain the concept and practice of separation of powers among the Congress, the president, and the Supreme Court. 3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people.	14 15
		1. Increase fluency, comprehension, and insight through meaningful and comprehensive reading instruction by: <ul style="list-style-type: none"> • using effective reading strategies to match type of text • reading self-selected literature and other materials of individual interest • reading selections and other materials assigned • discussing selections in teacher-student discussions and small groups • taking an active role in whole-class seminars • discussing and analyzing the effects on texts of literary devices, such as figurative language, dialogue and flashback • interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style • investigating examples of distortion 	6 Understand that the nature of citizenship varies among societies.

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	<p>and stereotype</p> <ul style="list-style-type: none"> recognizing underlying messages in order to identify recurring themes <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>5. Use knowledge of punctuation to assist in comprehension</p>	
	<p>1. Respond to various texts and literary selections using interpretive and evaluative reading processes by:</p> <ul style="list-style-type: none"> reading a variety of literary and other texts(e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems) analyzing what specific characteristics of literary works (fiction, nonfiction, drama, and poetry) have on the meaning of the work analyzing what impact literary elements have on the meaning of the text, such as the influence of setting on the problem and its resolution <p>2. Understand stories and</p>	<p>7</p> <p>Explain the obligations and responsibilities of citizenship (e.g., the obligations of upholding the Constitution, obeying the law, paying taxes, jury duty)</p> <p>Explains the roles of citizens in political decision-making (e.g. voting, petitioning public officials, analyzing issues).</p>

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	<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. Analyze the purpose of the author or creator and the impact of that purpose by evaluating biases, messages, and underlying assumptions of a variety of texts and media.</p> <p>2. Analyze and evaluate themes and central ideas in literary and other texts in relation to personal and societal issues.</p> <p>3. Recognize when information presented in a text is new knowledge and describe how it can be used.</p> <p>4. Use the various parts of a text to locate specific information (index, table of contents, glossary)</p> <p>5. Identify the topic sentence in a reading selection.</p> <p>6. Independently apply the reading process and strategies to a variety of literary and informational texts and use the defining features and structures of</p>	<p>8</p> <p>Explains 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 groups)..</p> <p>Understands the multiplicity and complexity of human rights issues.</p>

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	those works to understand main elements, perspective, and style.	

New Mexico Grades 9 -12 State Content Standards with Benchmarks: Civics and Government

Aligned to the We the People... the Constitution Curriculum

	Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history the founding documents of the United States with particular emphasis on the United States and New Mexico constitutional governments function at local, state, tribal, and national levels. -12 Benchmark III-A: Compare and analyze the structure, power, and purpose of government at the local, state, tribal, and national levels as in their respective constitutions or governance documents.	We The People Lessons
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9	1. Examine texts for arguments and develop informed opinions by: <ul style="list-style-type: none"> examining relevant reason and evidence noting the progression of ideas that substantiate the proposal analyzing the style, tone, and use of language for a particular effect identifying and analyzing personal, social, historical, or cultural influences, contexts, or biases identifying and analyzing rhetorical strategies that support proposals 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. 3. Create and use criteria to evaluate the effectiveness of communication. 4. Represent abstract information (e.g., concepts, generalizations) as explicit mental pictures.	9-12 1 .Analyze the structure, powers, and role of the legislative branch of the United States government. to include: <ul style="list-style-type: none"> .specific powers delegated in Article) of the Constitution .checks and balances described in <i>The Federalist Papers Number 51</i> .lawmaking process .role of leadership within Congress .Federalist and anti-Federalists positions 2. Analyze the structure, powers, and role of the executive branch of the United States government, to include: - <ul style="list-style-type: none"> specific powers delegated in Article II of the Constitution .checks and balances -development of the Cabinet and federal bureaucracy - roles and duties of the presidency, including those acquired over time such as "head of state" and "head of a political party." 3. Examine the election of the president through the nomination process, national conventions, and Electoral College. 4. Analyze the structure, powers, and role of the judicial branch of the United States government, including landmark United States Supreme Court decisions, to include: .specific powers delegated by the Constitution in Article III and described in the <i>Federalist Papers</i> Numbers 78- 83 include: .constitutional mandates such as search and seizure, rights of the accused, right to a fair and speedy trial, and other legal protections 4th Amendment protection of due process and equal protection under the law .conflicts which occur between rights, including tensions between the right to a fair trial and freedom of the press and between majority rule and individual rights .expansion of voting rights, limitation of presidential terms, etc. 6. Compare and contrast the structure and powers of New Mexico's government as expressed in the New Mexico Constitution with that of the United States Constitution, to include: .direct democracy in the initiative, referendum, and recall process .impeachment process	Lesson 13 Lessons 3. 6. 17 Lesson 9 Lesson 9 Lessons 16& 17 Lesson 14 Lesson 14 Lesson 9 Lesson 9. 18 Lesson 18 Lesson 14 Lesson 14 Lesson 14. 15 Lesson 9 Lesson 21 Lesson 21 Lesson 10,11,12,13,14,15 Lesson 18 Lessons 13,17, 19 Lessons 29. 30, 31 Lessons 32, 33, 34 Lesson 32 Lessons 25. 26, 27 Lesson 22 Lesson 13
10	1. Examine controversial issues by: <ul style="list-style-type: none"> sharing and evaluating personal response researching and summarizing data developing a framework in which to discuss the issue (creating the context) compiling personal responses and researched data to organize the argument presenting data in various forms (e.g., graph, essay, speech, etc.) 		

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<p>1. Use a variety of techniques for researching topics including:</p> <ul style="list-style-type: none"> • cross-referencing while gathering information • summarizing dialogue • using news sources (e.g., newspapers, magazines, TV, radio, videotapes, Internet, email, government publications, microfiche, other library resources) <p>2. Synthesize a variety of types of visual information including pictures and symbols.</p>	<p>7. Describe and analyze the powers and responsibilities of (including the concept of legitimate power) local, state, tribal, and national governments.</p> <ul style="list-style-type: none"> .process of voter registration and voting .role of primary elections to nominate candidates .how a bill becomes a law .executive officers and their respective powers .New Mexico courts, appointment of judges, and election and retainment processes for judges. .organization of county and municipal governments. 	
<p>1. 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>9- 12 Benchmark III-B: Analyze how symbols, icons, songs, traditions, and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity .</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</p>	<p>9-12</p> <ol style="list-style-type: none"> 1. Analyze the qualities of effective leadership. 2. Evaluate the impact of United States political, tribal, and social leaders on New Mexico and the nation. 3. Analyze the contributions of symbols, songs, and traditions toward promoting a sense of unity at the state and national levels. 4. Evaluate the role of New Mexico and United States symbols, icons, songs. and traditions in providing continuity over time. 	

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sending information electronically.			
1. Identify and defend research questions and topics that will be important in the future. 2. Use a variety of resources to gather information to critically analyze texts to gain meaning, develop thematic connections, and synthesize ideas. 3. Demonstrate increasing sophistication in the selection and use of resources to define issues and use argument effectively.		9-12 I. Analyze the structure, function, and powers of the federal government (e.g., legislative, executive, and judicial branches). 2. Analyze and explain the philosophical foundations of the American political system in terms of the inalienable rights of people and the purpose of government, to include: .Iroquois League and its organizational structure for effective governance .basic philosophical principles of John Locke expressed in the <i>Second Treatise of Government</i> nature, equality, and dissolution of government) .foundation principles of laws by William Blackstone (laws in general and absolute rights of individuals) .importance of the founders of the Rights of Englishmen, the Magna Carta, and representative government in England. 3. Analyze the fundamental principles in the Declaration of Independence. 4. Analyze the historical sources and ideals of the structure of the United States government, to include: .principles of democracy .essential principles of a republican form of government .code of law put forth in the Code of Hammurabi .separation of powers as expressed by the Baron of Montesquieu .checks and balances as expressed by Thomas Hobbs .ideas of individual rights developed in the English Bill of Rights .role of philosophers in supporting changes in governments in the 18 th and 19 th centuries (e.g., Locke, Rousseau, Voltaire). 5. Compare and contrast the concepts of courts and justice from Henry II of England to the court system of today. 6. Compare and contrast the unitary, confederal, and federal systems. 7. Analyze the ways powers are distributed and shared in a parliamentary system. 8. Compare and contrast the different philosophies, structures, and institutions of democratic versus totalitarian systems of government. 9. Analyze and evaluate the concept of limited government and the rule of law. 10. Compare and contrast the characteristics of representative governments. II. Compare and contrast characteristics of Native American governments with early United States government.	Lessons 10, 11, 12,13, 14 e Lesson 3 Lessons 3,4, 5, 6 Lesson 5 Lesson 3 Lesson 3, 4, S Lesson 3 Lesson 3 Lesson 2, 3 Lesson 6 Lesson 21 Lesson 21, 22 Lesson 2 Lesson 38 Lesson S, 6, 7 Lesson 32 Comparative Lessons in Democracy Comparative Lessons in Democracy
9	1. Examine texts for arguments and develop informed opinions by: <ul style="list-style-type: none"> • examining relevant reason and evidence • noting the progression of ideas that substantiate the proposal • analyzing the style, tone, and 		

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	<p>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>12. Compare and contrast the philosophical foundations of firms government to understand the purpose of the corresponding political systems (e.g., socialism, capitalism, secular, theocratic, totalitarian)</p> <p>13. Analyze the role that the United States has played as a constitutional republican government for nations around the world...</p>	
<p>10</p>	<p>1. Examine controversial issues by:</p> <ul style="list-style-type: none"> • sharing and evaluating personal response • researching and summarizing data • developing a framework in which to discuss the issue (creating the context) • compiling personal responses and researched data to organize the argument • presenting data in various forms (e.g., graph, essay, speech, video) <p>2. Critically interpret and evaluate experiences, literature, language, and ideas by:</p> <ul style="list-style-type: none"> • making generalizations supported by specific references • reflecting on observations and their relationship to a current viewpoint • distinguishing fact from fiction and recognizing personal bias <p>3. Identify critical questions that would lead to a broader</p>		

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	<p>understanding of a selection. 4. Identify complex literary terms and find examples in text. 5. Read critically and independently to draw conclusions from research.</p>		
<p>11</p>	<p>1. Use language persuasively in addressing a particular issue by:</p> <ul style="list-style-type: none"> • finding and interpreting information effectively • recognizing propaganda as a purposeful technique • establishing and defending a particular perspective • responding respectfully to viewpoints and biases <p>2. Use critical analysis to gain meaning, develop thematic connections, and synthesize ideas by:</p> <ul style="list-style-type: none"> • examining the functions and effects of narrative strategies (e.g., plot, conflict, suspense, point of view, characterization, dialogue) • interpreting effects of figures of speech and the effects of sounds • analyzing stylistic features such as word choice and links between sense and sound • identifying ambiguity, contradiction, irony, parody, and satire 		

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	<ul style="list-style-type: none"> demonstrating how selections reflect the cultures that shaped them. <p>2. Analyze overall effectiveness of one's own writing.</p>		
12	<p>1. Research, define, and present issues of public concern by:</p> <ul style="list-style-type: none"> using a variety of resources such as media centers, on-line resources, interviews, and personal reflection specifying the nature of an issue, including claims made and the reasoning that supports those claims organizing and delivering a presentation that specifies reasons for the claim and makes a clear stance on the issue. <p>2. Identify and analyze the philosophical assumptions and basic beliefs underlying an author's work.</p> <p>3. Analyze the effects on a text of the attitudes and values of a period in which the text was written.</p>		
		9-12 Benchmark III-D: Understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring, and influencing.	
9	1. Explain meaning, describe processes, and answer research questions to inform others	9-12 I. Describe and analyze the influence of the non-elected (e.g.,	Lessons 32, 33. Lesson 29, 30, 31

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	<p>by:</p> <ul style="list-style-type: none"> • demonstrating the ability to read and listen to explanatory texts using appropriate preparation, engagement, and reflection • demonstrating comprehension of major ideas • summarizing major steps • determining accuracy and clarity of the selection <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, and video).</p>	<p>staff, lobbyists, interest groups). 2. Analyze the rights and obligations of citizens in the United States, to include: .connections between self-interest, the common good, and the essential element of civic virtue as described in <i>The Federalist Papers, Numbers 5 and 49</i> .obeying the law, serving on juries, paying taxes, voting, registering for selective service, and military service. 3. Demonstrate the skills needed to participate in government at all levels, to include: .analyze public issues and the political system .evaluate candidates and their positions .debate current issues.</p> <p>4. Analyze factors that influence the formation of public opinion (e.g... media, print, advertising, news broadcasts, magazines, radio).</p>	<p>Lesson 33</p> <p>Lesson 34</p> <p>Lesson 35</p> <p>Lesson 35</p> <p>Lesson 35</p> <p>Lesson 31</p> <p>Lessons 14</p>
<p>10</p>	<p>1. Pose questions prompted by text and research answers by:</p> <ul style="list-style-type: none"> • accessing cultural information or explanations from print and non-print media sources • prioritizing and organizing information to construct a complete and reasonable explanation <p>2. Analyze the ideas of others by identifying the ways in which writers:</p> <ul style="list-style-type: none"> • introduce and develop a main idea • choose and incorporate significant, supporting, relevant details 		

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	<ul style="list-style-type: none"> • relate the structure/organization to the ideas • use effective word choice as a basis for coherence • achieve a sense of completeness and closure <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>11</p>	<p>1. Demonstrate an understanding of the conventions of language by:</p> <ul style="list-style-type: none"> • decoding vocabulary using knowledge Greek and Latin bases and affixes • discerning the relationship of word meanings between pairs of words in analogies (synonyms/antonyms, connotation/denotation) • contrasting use of language conventions of authors in different time periods • analyzing the power of standard usage over nonstandard usage in a variety of settings (e.g., job interviews, academic environment, public speaking) <p>2. Reorganize the concepts and details in informational texts in new ways and describe the advantages and disadvantages of the new organization.</p> <p>3. Recognize how new information changes one's personal knowledge base.</p> <p>4. Understand complex dialogues and analyze the stylistic effect of those</p>		

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	<p>dialogues on a selection, including interpreting culturally specific ambiguities, subtleties, contradictions, ironies, and nuances</p> <p>5. Accurately interpret information presented in a technical format (e.g., charts, diagrams, tables).</p> <p>6. Use an array of media and technologies to examine and comprehend information.</p>		
<p>12</p>	<p>1. Read a wide variety of informational and literary texts and selections to:</p> <ul style="list-style-type: none"> • understand and express reflections and reactions to print and non-print text, as well as, personal experience • inform an audience • develop an argument to support an issue or position • conduct research and make in-depth analyses of information • synthesize ideas and generate new understanding to increase a knowledge base <p>2. Demonstrate an understanding of a variety of different cultural perspectives through selected literary works.</p> <p>3. Analyze recurring themes and patterns in literary selections and oral traditions of other cultures.</p> <p>4. Identify and select appropriate text for a specific task using an array of advanced technologies (e.g., web resources, interactive media, software, email, networks).</p>		