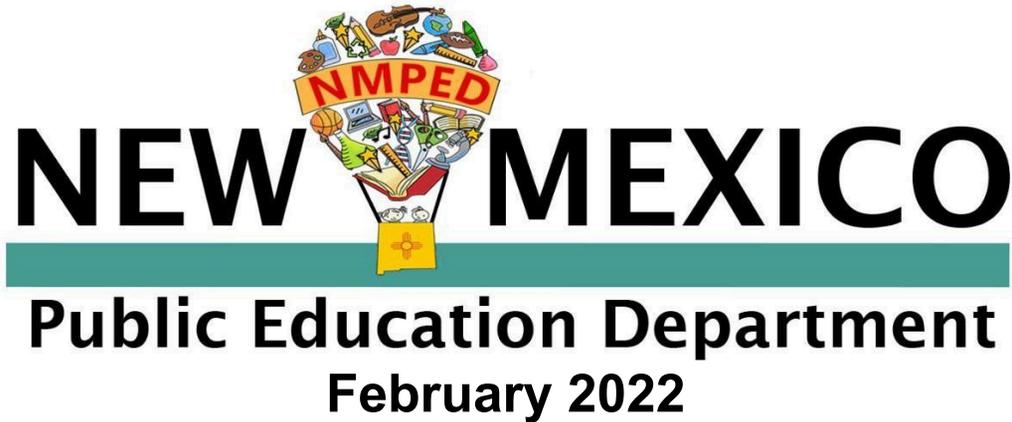


New Mexico Social Studies Standards





Center for Civic Education



***We the People* Curriculum
Crosswalk for:
New Mexico State Social Studies Standards Grade 3**

Usage: This correlation guide offers a crosswalk between the New Mexico Social Studies Standards for Grade 3 and the Level 1 [*We the People* curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.



Third Grade

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Inquiry 23. Construct Compelling and Supporting Questions	<ul style="list-style-type: none">• 3.1. Explain how a compelling question represents key ideas.• 3.2. Use supporting questions to help answer the compelling question in an inquiry.
Inquiry 24. Gather and Evaluate Sources	<ul style="list-style-type: none">• 3.3. With support, determine the credibility of sources.
Inquiry 25. Develop Claims	<ul style="list-style-type: none">• 3.4. Cite evidence that supports a response to supporting or compelling questions.
Inquiry 26. Communicate and Critique Conclusions	<ul style="list-style-type: none">• 3.5. Construct responses to compelling questions using reasoning, examples, and relevant details.
Inquiry 27. Take Informed Action	<ul style="list-style-type: none">• 3.6. Identify challenges and opportunities when taking action to address problems or issues, including predicting possible outcomes.• 3.7. Use deliberative and democratic procedures to make decisions about and act on civic problems or issues in their classrooms.

Theme 1: Citizenship	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none">• 3.8. Explain how the democratic principles motivate people to migrate then and now.



Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none">• 3.9. Explain how to be a responsible and active citizen in a democracy. <p><i>We the People</i></p> <p>Level 1 curriculum connections</p> <ul style="list-style-type: none">• Unit 5, Lesson 23: What are some important responsibilities of citizens?• Unit 5, Lesson 24: How can citizens promote the common good?
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Theme 2: Global Immigration and Migration	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none">• 3.10. Evaluate the reasons for migration and immigration and the effects on people, culture, and ideas in world communities.• 3.11. Analyze how human settlement and movement impact diverse groups of people.• 3.12. Analyze the movement of Indigenous groups, including the removal and return of Indigenous people throughout New Mexico and the United States.
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none">• 3.13. Explain how world events impact New Mexico and the United States, both in the past and present.
History 17. Historical Thinking	<ul style="list-style-type: none">• 3.14. Use a timeline to analyze connections among historical events, including how human settlement and movement impacted diverse groups of people.



Theme 3: Global Issues and Events	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Economics/Personal Financial Literacy 7. Economic Systems and Models	<ul style="list-style-type: none">• 3.15. Investigate who receives the goods that are produced in various world communities.
Economics/Personal Financial Literacy 9. Global Economy	<ul style="list-style-type: none">• 3.16. Explore the concepts of surplus and scarcity in relation to resources for various world communities.• 3.17. Explore the basic economic concepts of supply and demand.• 3.18. Explain how supply and demand influence prices and trade.• 3.19. Describe how technological developments in transportation and communication influence trade over time.• 3.20. Identify currency, credit, debit, and checks as the basic means of exchange in Western society.• 3.21. Compare currency, credit, debit, and checks in the United States to other world monetary systems.

Theme 4: Our Changing World	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none">• 3.22. Create a model to demonstrate how geographic factors influence where people settle and how some people make adaptations to the environment to make a location more suitable for settlement.• 3.23. Identify and use a variety of digital and analog mapping tools to locate places.
Geography 12. Location, Place, and Region	<ul style="list-style-type: none">• 3.24. Explain how physical and cultural characteristics of world regions affect people and examine geographic features of various global communities that might create a need for migration or immigration using a variety of maps, photos, and other geographic representations.• 3.25. Identify the components of the Earth's biosystems and their makeup.



Theme 5: Global Diversity and Identity

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none">• 3.26. Express a positive view of themselves while demonstrating respect and empathy for others.• 3.27. Compare and contrast their cultural identity with other people and groups.
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	<ul style="list-style-type: none">• 3.28. Identify the actions of people and groups who have worked throughout history to improve their community which then leads to a more equitable society. <p><i>We the People</i> Level 1 curriculum connections</p> <ul style="list-style-type: none">• Unit 4, Lesson 21: How does the Constitution protect your right to vote?• Unit 5, Lesson 23: What are some important responsibilities of citizens?• Unit 5, Lesson 24: How can citizens promote the common good?

Theme 6: Personal Financial Literacy

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Economics/Personal Financial Literacy 10. Personal Financial Literacy	<ul style="list-style-type: none">• 3.29. Examine the various ways people earn a living to meet their basic needs of food, clothing, and shelter, and how this has changed over time in various world communities.• 3.30. Create a plan with specific steps to reach a short-term financial goal.



***We the People* Curriculum
Crosswalk for:
New Mexico State Social Studies Standards Grade 5**

Usage: This correlation guide offers a crosswalk between the New Mexico Social Studies Standards for Grade 5 and the Level 1 [*We the People* curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.



Fifth Grade

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Inquiry 23. Construct Compelling and Supporting Questions	<ul style="list-style-type: none">• 5.1. Generate compelling and related supporting questions in an inquiry.• 5.2. Use supporting questions to help answer the compelling question in an inquiry.
Inquiry 24. Gather and Evaluate Sources	<ul style="list-style-type: none">• 5.3. With support, identify primary and secondary sources and determine their credibility.
Inquiry 25. Develop Claims	<ul style="list-style-type: none">• 5.4. Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.
Inquiry 26. Communicate and Critique Conclusions	<ul style="list-style-type: none">• 5.5. Construct responses to compelling questions supported by reasoning and evidence.
Inquiry 27. Take Informed Action	<ul style="list-style-type: none">• 5.6. Identify challenges and opportunities when taking action to address problems or issues, including predicting possible outcomes.• 5.7. Use a range of consensus-building and democratic procedures to make decisions about and act on civic problems or issues in the classroom.



Theme 1: Development and Establishment of U.S. Government	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none">5.8. Identify and explain the structure and function of the three branches of government and how they form the basis for our constitutional and federal republic. <p><i>We the People</i></p> <p>Level 1 curriculum connections</p> <ul style="list-style-type: none">Unit 3, Lesson 12: How does the Constitution limit the powers of our government?Unit 3, Lesson 13: What is the legislative branch?Unit 3, Lesson 14: What is the executive branch?Unit 3, Lesson 15: What is the judicial branch?Unit 3, Lesson 16: How did the Constitution create a federal system of government?
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none">5.9. Analyze how different individuals and groups influenced the creation and interpretation of the founding documents. <p><i>We the People</i></p> <p>Level 1 curriculum connections</p> <ul style="list-style-type: none">Unit 1, Lesson 2: Why did the Founders believe that people needed a government?Unit 1, Lesson 5: What ideas did the Founders use in the Declaration of Independence?Unit 1, Lesson 6: What were the first state governments like?Unit 2, Lesson 7: What was the first national government like?Unit 2, Lesson 8: How was the Philadelphia Convention organized?Unit 2, Lesson 9: How many representatives should each state have in Congress?Unit 2, Lesson 10: What did the Framers do about the problem of slavery?
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none">5.10. Explain how the principles of the founding documents and the principle of liberty became unifying ideas of American democracy. <p><i>We the People</i></p> <p>Level 1 curriculum connections</p>



<p>Civics 4. Roles and Responsibilities of a Civic Life</p>	<ul style="list-style-type: none"> ● Unit 1, Lesson 2: Why did the Founders believe that people needed a government? ● Unit 1, Lesson 3: What is a republican government? ● Unit 1, Lesson 4: What is a constitutional government? ● Unit 1, Lesson 5: What ideas did the Founders use in the Declaration of Independence? ● Unit 3, Lesson 11: What basic ideas about government are in the Preamble to the Constitution? ● Unit 3, Lesson 12: How does the Constitution limit the powers of our government? ● Unit 3, Lesson 16: How did the Constitution create a federal system of government? ● Unit 4, Lesson 17: How does the Constitution protect your right to freedom of expression? ● Unit 4, Lesson 18: How does the Constitution protect your right to freedom of religion? ● Unit 4, Lesson 19: How does the Constitution protect your right to equal protection of the laws? ● Unit 4, Lesson 20: How does the Constitution protect your right to due process of law? ● Unit 4, Lesson 21: How does the Constitution protect your right to vote?
<p>Civics 4. Roles and Responsibilities of a Civic Life</p>	<ul style="list-style-type: none"> ● 5.11. Evaluate how the Bill of Rights shaped the rights of United States citizens. <p><i>We the People</i></p> <p>Level 1 curriculum connections</p> <ul style="list-style-type: none"> ● Unit 4, Lesson 17: How does the Constitution protect your right to freedom of expression? ● Unit 4, Lesson 18: How does the Constitution protect your right to freedom of religion? ● Unit 4, Lesson 20: How does the Constitution protect your right to due process of law?

Theme 2: Inequity and Justice in the United States	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
<p>History 19. Power Dynamics, Leadership, and Agency</p>	<ul style="list-style-type: none"> ● 5.12. Explore inequity throughout the history of the United States and its connection to conflict that arises today. <p><i>We the People</i></p> <p>Level 1 curriculum connections</p> <ul style="list-style-type: none"> ● Unit 2, Lesson 10: What did the Framers do about the problem of slavery? ● Unit 4, Lesson 19: How does the Constitution protect your right to equal protection of the laws? ● Unit 4, Lesson 20: How does the Constitution protect your right to due process of law? ● Unit 4, Lesson 21: How does the Constitution protect your right to vote?



History 15. Historical Change, Continuity, Context, and Reconciliation

- 5.13. Examine history from the perspectives of the participants using a variety of narratives.



Theme 2: Inequality and Justice in the United States (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
History 17. Historical Thinking	<ul style="list-style-type: none">• 5.14. Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict.• 5.15. Analyze the causes of the Civil War and the effects individuals and groups had on the conflict. <p><i>We the People</i> Level 1 curriculum connections</p> <ul style="list-style-type: none">• Unit 1, Lesson 5: What ideas did the Founders use in the Declaration of Independence?• Unit 2, Lesson 10: What did the Framers do about the problem of slavery?• Unit 4, Lesson 19: How does the Constitution protect your right to equal protection of the laws?
History 16. Cause and Consequence	<ul style="list-style-type: none">• 5.16. Create and use a chronological sequence of events and timelines to organize and analyze cause-and-effect relationships.• 5.17. Use primary and secondary sources to acquire historical information.
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none">• 5.18. Explain the connections among historical contexts and people's perspectives during major historical events in the United States.

Theme 3: Human Rights and Economic Development	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Economics/Personal Financial Literacy 5. Economic Decision Making	<ul style="list-style-type: none">• 5.19. Using examples from the Western Hemisphere, explore and illustrate the role of scarcity historically and today.• 5.20. Analyze how economic success is defined differently by various communities in the United States throughout the past and present.• 5.21. Identify and compare the major natural resources and industries of two or more countries in Western Hemisphere.



**Economics/Personal
Financial Literacy 7.
Economic Systems
and Models**

- 5.22. Examine products that are imported and exported into markets within the United States based on demand for these products, noting how this affects the U.S. economy.



Theme 4: Human Impact on Environment	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none">• 5.23. Demonstrate how physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.• 5.24. Using maps and globes, identify the regions within the Western Hemisphere and locate major physical features within each region.• 5.25. Demonstrate how the states are organized, including time zones and the regions of the United States.• 5.26. Use geographic and place-based vocabulary to communicate locations and navigate from one place to another.
Geography 12. Location, Place, and Region	<ul style="list-style-type: none">• 5.27. Using a map, identify and locate the 50 states in the United States and know the capitals of each state along with the surrounding U.S. territories.
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none">• 5.28. Examine and explain how the physical environment influences human population distribution and land use.

Theme 5: Identity in Multiple Spaces	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none">• 5.29. Identify how the beliefs, experiences, perspectives, and values contribute to forming points of view about civic issues. <p><i>We the People</i> Level 1 curriculum connections</p> <ul style="list-style-type: none">• Unit 5, Lesson 23: What are some important responsibilities of citizens?• Unit 5, Lesson 24: How can citizens promote the common good?



**Ethnic, Cultural, and
Identity Studies 20.
Diversity and Identity**

- 5.30. Demonstrate knowledge of family history, culture, and past contributions of people in their main identity groups.
- 5.31. Explain how the treatment of groups of people in the past and present impacts who they are.



Theme 6: Personal Financial Literacy	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Economics/Personal Financial Literacy 10. Personal Financial Literacy	<ul style="list-style-type: none">• 5.32. Create a way to keep track of money spent and saved.• 5.33. Determine the relationship between long-term goals and opportunity cost.



***We the People* Curriculum**
Crosswalk for:
New Mexico State Social Studies Standards Grade 8

Usage: This correlation guide offers a crosswalk between the New Mexico Social Studies Standards for Grade 8 and the Level 2 [*We the People* curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.



Eighth Grade

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Inquiry 23. Construct Compelling and Supporting Questions	<ul style="list-style-type: none">● 8.1. Develop compelling questions about a relevant topic of interest.● 8.2. Create supporting questions from credible sources to expand on the compelling question.
Inquiry 24. Gather and Evaluate Sources	<ul style="list-style-type: none">● 8.3. Identify, locate, and gather reliable and relevant primary and secondary sources from a variety of media, such as print, digital, multimedia, artifacts, and oral traditions.● 8.4. Evaluate primary and secondary sources for the author's bias, perspective of the creator, and relevance to the topic.● 8.5. Describe how geographic representations can express both geospatial locations and human bias.● 8.6. Use a coherent system or structure to evaluate the credibility of a source by determining its relevance and intended use.
Inquiry 25. Develop Claims	<ul style="list-style-type: none">● 8.7. Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers.● 8.8. Formulate a claim based on evidence from primary and secondary sources in response to a question.● 8.9. Cite specific textual evidence to support analysis of primary and secondary sources.● 8.10. Use primary and secondary sources to analyze conflicting and diverse points of views on a certain topic.● 8.11. Make connections between current events, historical materials, and personal experience.● 8.12. Examine how and why diverse groups have been denied equality and opportunity both institutionally and informally.



Inquiry (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Inquiry 26. Communicate and Critique Conclusions	<ul style="list-style-type: none">• 8.13. Engage in discussion, debate, or academic conversation analyzing multiple viewpoints on public issues.• 8.14. Create maps, charts, infographics, or other visual media that communicate research findings or other significant information digitally or on paper.• 8.15. Develop informational texts, including analyses of historical and current events.• 8.16. Portray historical people, places, events, and ideologies of the time to examine history from the perspective of the participants through creative expression.• 8.17. Use applicable presentation technology to communicate research findings or other significant information.• 8.18. Conduct a research project to answer a self-generated question of historical significance and apply problem-solving skills to historical research.
Inquiry 27. Take Informed Action	<ul style="list-style-type: none">• 8.19. Recognize and value my group identities without perceiving or treating others as inferior.• 8.20. Identify facets of personal identity, determine how they want to present themselves to the world as a person belonging to an identity group, and brainstorm how to address negative perceptions.• 8.21. Describe ways in which stereotyping can be a barrier to acting as an ally and engaging in positive civic behaviors in classrooms, schools, and the broader community.• 8.22. Explain the challenges and opportunities people face when taking action to address problems, including predicting possible results.• 8.23. Synthesize historical and local knowledge to take age-appropriate action toward mending, healing, and transforming the future.



Theme 1: Geography and Indigenous Peoples of North America	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none">• 8.24. Compare Indigenous government structures to those of the United States today.• 8.25. Describe the ways Indigenous peoples organize themselves and their societies.
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none">• 8.26 Describe the role of community members in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities. <p><i>We the People</i> Level 2 curriculum connections</p> <ul style="list-style-type: none">• Unit 6, Lesson 29: What are the rights and responsibilities of citizenship?• Unit 6, Lesson 30: How might citizens participate in civic affairs?
Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none">• 8.27. Use the five themes of geography (location, place, movement, human-environmental interaction, and region) to describe a specific Sovereign Tribal Nation or Indigenous peoples group of North America.• 8.28. Analyze how historic events are shaped by geography.
Geography 12. Location, Place, and Region	<ul style="list-style-type: none">• 8.29. Define a region by its human and physical characteristics.
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none">• 8.30. Describe how Indigenous people of North America adapted to their environment.
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none">• 8.31. Describe how knowledge and perspectives of Indigenous peoples can help inform solutions to environmental and human rights issues.• 8.32. Draw a diagram or make a model to illustrate how Indigenous people have preserved their histories.
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none">• 8.33. Compare and contrast the various origins (indigenous, forced, voluntary) of identity groups in the United States. <p><i>We the People</i> Level 2 curriculum connections</p>



- **Unit 1, Lesson 1:** What were the British colonies in America like during the 1770s?
- **Unit 3, Lesson 14:** How did the Framers resolve the conflict between the Northern and Southern states?



Theme 2: Age of Exploration and Exploitation (c. 1400 CE–1500 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none">8.34. Discuss the relationship between a ruler of a nation-state and the citizens of its colonies.
Economics/Personal Financial Literacy 7. Economics Systems and Models	<ul style="list-style-type: none">8.35. Illustrate significant European economic theories and their connection to the colonization of the Western Hemisphere.
Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none">8.36. Describe the causes and effects of exploration and expansion into the Americas by the Europeans during the 15th and 16th centuries.
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none">8.37. Identify key people, places, and ideas from major European nations of the 15th and 16th centuries.
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none">8.38. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between c. 1400 CE and 1500 CE.8.39. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group. <p><i>We the People</i> Level 2 curriculum connections</p> <ul style="list-style-type: none">Unit 1, Lesson 2: Why do we need government?Unit 5, Lesson 25: How has the right to vote expanded since the Constitution was adopted?Unit 5, Lesson 26: How does the Constitution safeguard the right to equal protection of the law?Unit 5, Lesson 27: How does the Constitution protect the right to due process of law?Unit 6, Lesson 28: What is the relationship of the United States to other nations in the world?Unit 6, Lesson 29: What are the rights and responsibilities of citizenship?Unit 6, Lesson 30: How might citizens participate in civic affairs?



Theme 3: Colonization (1490 CE–1750 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none">8.40. Compare and contrast reasons why people moved to—and left—the Thirteen Colonies. <p><i>We the People</i> Level 2 curriculum connections</p> <ul style="list-style-type: none">Unit 1, Lesson 1: What were the British colonies in America like during the 1770s?
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none">8.41. Critique the ideas and belief systems related to land- and resource-use among Indigenous peoples and Europeans.
History 16. Cause and Consequence	<ul style="list-style-type: none">8.42. Evaluate the impacts of European colonization on Indigenous populations.8.43. Describe the impact of slavery on African populations in Africa and the Americas. <p><i>We the People</i> Level 2 curriculum connections</p> <ul style="list-style-type: none">Unit 1, Lesson 1: What were the British colonies in America like during the 1770s?Unit 3, Lesson 14: How did the Framers resolve the conflict between the Northern and Southern states?
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none">8.44. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group between 1490 CE and 1750 CE.
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	<ul style="list-style-type: none">8.45. Discuss how the exchanges of resources and culture across civilizations led to the emergence of a global society.8.46. Identify and analyze cultural, differently abled, ethnic, gender, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities. <p><i>We the People</i> Level 2 curriculum connections</p>



- **Unit 1, Lesson 1:** What were the British colonies in America like during the 1770s?
- **Unit 1, Lesson 2:** Why do we need government?
- **Unit 1, Lesson 3:** What is a republican government?
- **Unit 2, Lesson 6:** How did constitutional government develop in Great Britain?
- **Unit 6, Lesson 28:** What is the relationship of the United States to other nations in the world?



Theme 4: Causes, Events, and Impact of the American Revolution (1763 CE–1787 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none">8.47. Assess the responses of various groups to British policies in the Thirteen Colonies. <p><i>We the People</i> Level 2 curriculum connections</p> <ul style="list-style-type: none">Unit 1, Lesson 1: What were the British colonies in America like during the 1770s?Unit 1, Lesson 4: What is a constitutional government?Unit 1, Lesson 5: How can we organize government to prevent abuse of power?Unit 2, Lesson 6: How did constitutional government develop in Great Britain?Unit 2, Lesson 7: What experiences led to the American Revolution?
Economics/Personal Financial Literacy 5. Economic Decision Making	<ul style="list-style-type: none">8.48. Identify and analyze the economic specializations of the Thirteen Colonies. <p><i>We the People</i> Level 2 curriculum connections</p> <ul style="list-style-type: none">Unit 1, Lesson 1: What were the British colonies in America like during the 1770s?Unit 3, Lesson 14: How did the Framers resolve the conflict between the Northern and Southern states?
Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none">8.49. Synthesize geographic information about the significance of the Thirteen Colonies to the British Empire.
History 16. Cause and Consequence	<ul style="list-style-type: none">8.50. Identify Indigenous peoples alliances during and after the American Revolutionary War.8.51. Compare and contrast the efforts of the American and British governments to gain the services of African Americans with recruitment of Indigenous peoples.
History 17. Historical Thinking	<ul style="list-style-type: none">8.52. Compare and contrast the causes, demographics, and results of the American Revolution.8.53. Discuss the role of religion in the Thirteen Colonies and its impact on developing American identity. <p><i>We the People</i></p>



	<p>Level 2 curriculum connections</p> <ul style="list-style-type: none">● Unit 1, Lesson 1: What were the British colonies in America like during the 1770s?● Unit 1, Lesson 4: What is a constitutional government?● Unit 1, Lesson 5: How can we organize government to prevent abuse of power?● Unit 2, Lesson 6: How did constitutional government develop in Great Britain?● Unit 2, Lesson 7: What experiences led to the American Revolution?● Unit 2, Lesson 8: What basic ideas about government are in the Declaration of Independence?● Unit 2, Lesson 9: What happened during the American Revolution? How did the government function?● Unit 2, Lesson 10: How did the states govern themselves after the Revolution?● Unit 2, Lesson 11: How did the Articles of Confederation organize the first national government?
<p>Ethnic, Cultural, and Identity Studies 21. Identity in History</p>	<ul style="list-style-type: none">● 8.54. Examine the demographics of the Thirteen Colonies in the years leading up to and during the American Revolution. <p><i>We the People</i></p> <p>Level 2 curriculum connections</p> <ul style="list-style-type: none">● Unit 1, Lesson 1: What were the British colonies in America like during the 1770s?● Unit 2, Lesson 7: What experiences led to the American Revolution?



Theme 5: Constitution and Foundation of the Republic (1787 CE–1815 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none">• 8.55. Examine how challenges the government faced because of the Articles of Confederation resolved at the Constitutional Convention.• 8.56. Evaluate how individuals and groups addressed specific problems at various levels to form a new republic.• 8.57. Identify and apply the function of the first 10 Amendments (the Bill of Rights). <p><i>We the People</i> Level 2 curriculum connections</p> <ul style="list-style-type: none">• Unit 2, Lesson 10: How did the states govern themselves after the Revolution?• Unit 2, Lesson 11: How did the Articles of Confederation organize the first national government?• Unit 3, Lesson 12: Who attended the Philadelphia Convention? How was it organized?• Unit 3, Lesson 13: How did the Framers resolve the conflict about representation in Congress?• Unit 3, Lesson 14: How did the Framers resolve the conflict between the Northern and Southern states?• Unit 3, Lesson 15: How did the Framers resolve the conflict about the powers of the legislative branch?• Unit 3, Lesson 16: How much power should be given to the executive and judicial branches?• Unit 4, Lesson 17: How did the Constitution create a federal system of government?• Unit 4, Lesson 18: How did the people approve the new Constitution?• Unit 4, Lesson 19: How did Congress organize the new government?• Unit 5, Lesson 23: How does the Constitution protect freedom of expression?• Unit 5, Lesson 24: How does the Constitution protect freedom of religion?
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none">• 8.58. Identify parallels in language or intent (construct or content) between Enlightenment philosophies and the ideas expressed in the founding documents of the United States.• 8.59. Cite specific examples of precedents established in the Early Republic that impact American lives today. <p><i>We the People</i> Level 2 curriculum connections</p> <ul style="list-style-type: none">• Unit 1, Lesson 2: Why do we need government?• Unit 1, Lesson 3: What is a republican government?• Unit 1, Lesson 4: What is a constitutional government?• Unit 1, Lesson 5: How can we organize government to prevent abuse of power?• Unit 2, Lesson 6: How did constitutional government develop in Great Britain?



History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none">8.60. Identify and describe the structure and function of the three branches of government, as laid out in the US Constitution. <p><i>We the People</i> Level 2 curriculum connections</p> <ul style="list-style-type: none">Unit 3, Lesson 15: How did the Framers resolve the conflict about the powers of the legislative branch?Unit 3, Lesson 16: How much power should be given to the executive and judicial branches?
History 17. Historical Thinking	<ul style="list-style-type: none">8.61. Compare and contrast the causes, demographics, and results of the American Revolution with the French and Latin American revolutions.
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none">8.62. Describe the influence of diverse ideologies on politics, society, and culture in early U.S. history. <p><i>We the People</i> Level 2 curriculum connections</p> <ul style="list-style-type: none">Unit 3, Lesson 12: Who attended the Philadelphia Convention? How was it organized?Unit 3, Lesson 13: How did the Framers resolve the conflict about representation in Congress?Unit 3, Lesson 14: How did the Framers resolve the conflict between the Northern and Southern states?Unit 4, Lesson 18: How did the people approve the new Constitution?Unit 4, Lesson 20: How did political parties develop?
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	<ul style="list-style-type: none">8.63. Discuss the similarities, differences, and interactions between civil rights and civil liberties.8.64. Evaluate the role of racial social constructs in the structures and functions of 21st-century American society. <p><i>We the People</i> Level 2 curriculum connections</p> <ul style="list-style-type: none">Unit 5, Lesson 23: How does the Constitution protect freedom of expression?Unit 5, Lesson 24: How does the Constitution protect freedom of religion?Unit 5, Lesson 25: How has the right to vote expanded since the Constitution was adopted?Unit 5, Lesson 26: How does the Constitution safeguard the right to equal protection of the law?Unit 5, Lesson 27: How does the Constitution protect the right to due process of law?



Theme 6: Expansion and Displacement (1815 CE–1850 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none">• 8.65. Identify policies of this era that define the relationship between federal, state, and tribal governments through treaties, court decisions, and land acquisition statutes.• 8.66. Evaluate the efficacy of formal U.S. policies of expansion, their effects on Sovereign Tribal Nations' ability to self-govern, and Indigenous resistance efforts to preserve tribal sovereignty.
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none">• 8.67. Describe a human-created environmental concern related to western expansion, including different contemporary perspectives and other historical context between 1815 CE and 1850 CE.
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none">• 8.68. Compare and contrast Indigenous and Hispanic peoples assimilation experiences with later immigrants' experience as part of expansion across the territorial United States.
History 16. Cause and Consequence	<ul style="list-style-type: none">• 8.69. Describe causes and effects of the Mexican American War and its consequences on residents living in the "new" U.S. Territories.• 8.70. Examine the ways in which the United States acquired new territories, including purchases, forced relocation, treaties, annexation, and war.
History 19. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none">• 8.71. Analyze why and how Indigenous peoples resisted United States territorial expansion.
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none">• 8.72. Analyze the motivations of various groups and their impacts on western expansion and the settlement of the United States.• 8.73. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.



Theme 7: Sectionalism (1830 CE–1860 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none">8.74. Compare the federal government’s response to the southern states’ call for independence with that of the original Thirteen Colonies. <p><i>We the People</i> Level 2 curriculum connections</p> <ul style="list-style-type: none">Unit 3, Lesson 14: How did the Framers resolve the conflict between the Northern and Southern states?Unit 5, Lesson 25: How has the right to vote expanded since the Constitution was adopted?
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none">8.75. Critique citizens’ responses to changing political and social policies during the early 19th century.
Economics/Personal Financial Literacy 5. Economic Decision Making	<ul style="list-style-type: none">8.76. Identify and explain the economic differences between the North and the South. <p><i>We the People</i> Level 2 curriculum connections</p> <ul style="list-style-type: none">Unit 1, Lesson 1: What were the British colonies in America like during the 1770s?Unit 3, Lesson 14: How did the Framers resolve the conflict between the Northern and Southern states?
History 16. Cause and Consequence	<ul style="list-style-type: none">8.77. Demonstrate how conflicts over slavery led the North and South to war. <p><i>We the People</i> Level 2 curriculum connections</p> <ul style="list-style-type: none">Unit 1, Lesson 1: What were the British colonies in America like during the 1770s?Unit 3, Lesson 14: How did the Framers resolve the conflict between the Northern and Southern states?
History 17. Historical Thinking	<ul style="list-style-type: none">8.78. Compare and contrast the causes, demographics, and results of the Haitian Revolution and enslaved peoples’ rebellions between 1830 CE and 1860 CE.



Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none">● 8.79. Examine how enslaved people adapted within and resisted their captivity.● 8.80. Describe the formation of African American cultures and identities in free and enslaved communities.● 8.81. Identify and explore how current traditions, rights, and norms of identity groups have changed or are changing over time. <p><i>We the People</i></p> <p>Level 2 curriculum connections</p> <ul style="list-style-type: none">● Unit 1, Lesson 1: What were the British colonies in America like during the 1770s?● Unit 3, Lesson 14: How did the Framers resolve the conflict between the Northern and Southern states?● Unit 5, Lesson 25: How has the right to vote expanded since the Constitution was adopted?● Unit 5, Lesson 26: How does the Constitution safeguard the right to equal protection of the law?
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	<ul style="list-style-type: none">● 8.82. Apply knowledge of an event of the Sectionalism and Reform Era to analyze current issues and events.



Theme 8: The Civil War (1860 CE–1865 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none">• 8.83. Discuss the nature of civil wars in general, and the role of border states and territories in the U.S. Civil War specifically and explore the role the territory of New Mexico played.
Economics/Personal Financial Literacy 8. Money and Markets	<ul style="list-style-type: none">• 8.84. Summarize a significant economic warfare initiative of the Civil War through creative expression.• 8.85. Explain how Union Army strategies and other socioeconomic changes at the end of the Civil War led to an economic depression in the southeastern United States.
History 16. Cause and Consequence	<ul style="list-style-type: none">• 8.86. Evaluate the impact of science and technology during the Civil War period.
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none">• 8.87. Deconstruct the Emancipation Proclamation to determine its contemporary purpose and current significance.• 8.88. Discuss the impact of the Western Campaign on Indigenous peoples.



Theme 9: Reconstruction (1865 CE–1877 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none">• 8.89. Discuss the impact of significant legislation and judicial precedents in formally perpetuating systemic oppression.• 8.90. Analyze the impact of individuals and reform movements that advocated for greater civil rights and liberties throughout early U.S. history.
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none">• 8.91. Demonstrate why different people may have different perspectives of the same historical event and why multiple interpretations should be considered to avoid historical linearity and inevitability.
History 19. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none">• 8.92. Describe how white supremacist groups' organizations in the United States arose with the intention of maintaining the oppression of specific groups through informal institutions.• 8.93. Describe demographic shifts because of the Civil War and Reconstruction.
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none">• 8.94. Explore and demonstrate the contemporary and current significance of Juneteenth.• 8.95. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	<ul style="list-style-type: none">• 8.96. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy. <p><i>We the People</i></p> <p>Level 2 curriculum connections</p> <ul style="list-style-type: none">• Unit 5, Lesson 25: How has the right to vote expanded since the Constitution was adopted?• Unit 5, Lesson 26: How does the Constitution safeguard the right to equal protection of the law?• Unit 6, Lesson 29: What are the rights and responsibilities of citizenship?• Unit 6, Lesson 30: How might citizens participate in civic affairs?



Theme 10: Immigration and Industrialization (c. 1880 CE–1920 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none">• 8.97. Investigate the causes and effects of diverse ideologies on politics, society, and culture that are associated with immigration and migration.
Economics/Personal Financial Literacy 6. Incentives and Choices	<ul style="list-style-type: none">• 8.98. Analyze the benefits and challenges that are associated with rapidly growing urban areas because of industrialization.
Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none">• 8.99. Identify immigration and emigration factors that motivated groups to move to and within the United States during time periods of mass immigration.
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none">• 8.100. Analyze the development of the women's suffrage movement over time and its legacy.• 8.101. Make personal connections to immigration stories and experiences—both in the past and in the present.
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none">• 8.102. Examine both sides in debate or academic discussion of politics in response to immigration.

Theme 11: Personal Financial Literacy	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Economics/Personal Financial Literacy 10. Personal Financial Literacy	<ul style="list-style-type: none">• 8.103. Determine the relationship between long-term goals and opportunity cost.• 8.104. Identify ways insurance may minimize personal financial risk.• 8.105. Illustrate the power of compounding to highlight the importance of investing at a young age.



Center for Civic Education



***We the People* Curriculum Crosswalk for: New Mexico State Social Studies Standards - High School**

Usage: This correlation guide offers a crosswalk between the New Mexico Social Studies Standards for Grades 9-12 and the Level 3 [*We the People* curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.

HS Civics

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Inquiry 23. Construct Compelling and Supporting Questions	<ul style="list-style-type: none">● 9-12.Civ.1. Create compelling questions representing key ideas within the disciplines.● 9-12.Civ.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.
Inquiry 24. Gather and Evaluate Sources	<ul style="list-style-type: none">● 9-12.Civ.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.● 9-12.Civ.4. Evaluate the credibility of a source by examining how experts value the source.
Inquiry 25. Develop Claims	<ul style="list-style-type: none">● 9-12.Civ.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.● 9-12.Civ.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.



Inquiry 26. Communicate and Critique Conclusions	<ul style="list-style-type: none">● 9-12.Civ.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.● 9-12.Civ.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given their purpose.● 9-12.Civ.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.● 9-12.Civ.10. Critique the use of claims and evidence in arguments for credibility.
Inquiry 27. Take Informed Action	<ul style="list-style-type: none">● 9-12.Civ.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.● 9-12.Civ.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.



High School Civics	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none">● 9-12.Civ.13. Distinguish the powers and responsibilities of local, state, Indigenous, national, and international civic and political institutions.● 9-12.Civ.14. Develop claims about the purpose, processes, strengths, and weaknesses of the U.S. government.● 9-12.Civ.15. Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time.● 9-12.Civ.16. Analyze the role of groups without formal decision-making power in influencing change in the U.S. government.● 9-12.Civ.17. Evaluate multiple sources and cite evidence investigating the relationships between equality, equity, justice, freedom, human rights, and order in U.S. representative democracy.● 9-12.Civ.18. Investigate relationships among governments, civil societies, and economic markets.● 9-12.Civ.19. Distinguish historical and current types and systems of government in the United States and in diverse regions in the world.● 9-12.Civ.20. Use data and evidence from multiple perspectives related to federal policy toward Indigenous groups to develop an understanding of Indigenous/U.S. relations over time.● 9-12.Civ.21. Evaluate the way America's the United States' founding principles and constitutional structures have influenced initiatives and revisions to foreign policy over time.● 9-12.Civ.22. Research multiple sources to think critically about how the United States conducts itself in international relations and how international standards affect U.S. domestic policy. <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none">● Unit 3, Lesson 15: How have Amendments and judicial review changed the Constitution?● Unit 3, Lesson 16: What is the role of political parties in the American constitutional system?



- **Unit 3, Lesson 17:** How did the Civil War test and transform the American constitutional system?
- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?
- **Unit 4, Lesson 21:** What is the role of Congress in American constitutional democracy?
- **Unit 4, Lesson 22:** How does Congress perform its functions in American constitutional democracy?
- **Unit 4, Lesson 23:** What is the role of the president in American constitutional democracy?
- **Unit 4, Lesson 24:** How are national laws administered in American constitutional democracy?
- **Unit 4, Lesson 21:** What is the role of the Supreme Court in American constitutional democracy?
- **Unit 4, Lesson 26:** How does American federalism work?
- **Unit 5, Lesson 27:** What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?
- **Unit 5, Lesson 28:** How does the First Amendment affect the establishment and free exercise of religion?
- **Unit 5, Lesson 29:** How does the First Amendment protect free expression?
- **Unit 5, Lesson 30:** How does the First Amendment protect freedom to assemble, petition and associate?
- **Unit 5, Lesson 31:** How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
- **Unit 5, Lesson 32:** How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?
- **Unit 6, Lesson 33:** What does it mean to be a citizen?
- **Unit 6, Lesson 34:** What is the importance of civic engagement to American constitutional democracy?
- **Unit 6, Lesson 35:** How have civil rights movements resulted in fundamental political and social change in the United States?
- **Unit 6, Lesson 36:** How have American political ideas and the American constitutional system influenced other nations?
- **Unit 6, Lesson 37:** What key challenges does the United States face in the future?
- **Unit 6, Lesson 38:** What are the challenges of the participation of the United States in world affairs?
- **Unit 6, Lesson 39:** What does returning to fundamental principles mean?



**Civics 2. Processes,
Rules, and Laws**

- 9-12.Civ.23. Analyze the U.S. Constitution and its founding principles.
- 9-12.Civ.24. Evaluate procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
- 9-12.Civ.25. Evaluate sources to determine how people use and challenge local, state, national, and international laws to address a variety of public issues.
- 9-12.Civ.26. Evaluate public policies in terms of intended and unintended outcomes and related consequences.
- 9-12.Civ.27. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good and protecting civil and human rights.
- 9-12.Civ.28. Evaluate the U.S. justice system over time and its impacts on policy, society, economics, and individual rights.
- 9-12.Civ.29. Explain the unique features and processes of New Mexico's constitution.



- 9-12.Civ.30. Evaluate the contributions of New Mexico's diverse populations to its governmental structure and outcomes.
- 9-12.Civ.31. Investigate challenges and opportunities within and between different government entities in New Mexico.

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 1:** What did the Founders think about constitutional government?
- **Unit 1, Lesson 2:** What ideas about civic life informed the founding generation?
- **Unit 1, Lesson 3:** What historic developments influenced modern ideas of individual rights?
- **Unit 1, Lesson 4:** What were the British origins of American Constitutionalism?
- **Unit 1, Lesson 5:** What basic ideas about rights and constitutional government did Colonial America hold?
- **Unit 1, Lesson 6:** Why did the American colonists want to free themselves from Great Britain?
- **Unit 1, Lesson 7:** What basic ideas about government and rights did the state constitutions include?
- **Unit 3, Lesson 15:** How have Amendments and judicial review changed the Constitution?
- **Unit 3, Lesson 16:** What is the role of political parties in the American constitutional system?
- **Unit 3, Lesson 17:** How did the Civil War test and transform the American constitutional system?
- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?
- **Unit 4, Lesson 21:** What is the role of Congress in American constitutional democracy?
- **Unit 4, Lesson 22:** How does Congress perform its functions in American constitutional democracy?
- **Unit 4, Lesson 23:** What is the role of the president in American constitutional democracy?
- **Unit 4, Lesson 24:** How are national laws administered in American constitutional democracy?
- **Unit 4, Lesson 21:** What is the role of the Supreme Court in American constitutional democracy?
- **Unit 4, Lesson 26:** How does American federalism work?



	<ul style="list-style-type: none">● Unit 5, Lesson 27: What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?● Unit 5, Lesson 28: How does the First Amendment affect the establishment and free exercise of religion?● Unit 5, Lesson 29: How does the First Amendment protect free expression?● Unit 5, Lesson 30: How does the First Amendment protect freedom to assemble, petition and associate?● Unit 5, Lesson 31: How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?● Unit 5, Lesson 32: How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?● Unit 6, Lesson 33: What does it mean to be a citizen?● Unit 6, Lesson 34: What is the importance of civic engagement to American constitutional democracy?● Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States?● Unit 6, Lesson 36: How have American political ideas and the American constitutional system influenced other nations?● Unit 6, Lesson 37: What key challenges does the United States face in the future?● Unit 6, Lesson 38: What are the challenges of the participation of the United States in world affairs?● Unit 6, Lesson 39: What does returning to fundamental principles mean?
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none">● 9-12.Civ.32. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.● 9-12.Civ.33. Analyze civic virtues and principles, governance, and the role of the people in creating a government “of the people, by the people, and for the people” at all levels of government.● 9-12.Civ.34. Apply civic dispositions and democratic principles when working with others.● 9-12.Civ.35. Analyze founding documents and their impact on national unity over time.● 9-12.Civ.36. Evaluate the tensions between personal interests, different cultural groups, and civic responsibilities or the common good over time. <p><i>We the People</i> Level 3 curriculum connections</p>



- **Unit 3, Lesson 17:** How did the Civil War test and transform the American constitutional system?
- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?
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- **Unit 6, Lesson 38:** What are the challenges of the participation of the United States in world affairs?
- **Unit 6, Lesson 39:** What does returning to fundamental principles mean?



Civics 4. Roles and Responsibilities of a Civic Life

- 9-12.Civ.37. Participate in civil discourse to promote greater understanding around historical, contemporary, and future opportunities and obstacles.
- 9-12.Civ.38. Use historical data and evidence related to various actors' interests and motivations to determine their influence on contemporary issues.
- 9-12.Civ.39. Evaluate how fundamental U.S. principles have been interpreted over time and how they currently shape policy debates.
- 9-12.Civ.40. Develop strategies for evaluating multiple perspectives about current events and policy issues.
- 9-12.Civ.41. Analyze historic inequalities and evaluate proposed solutions to correct them.
- 9-12.Civ.42. Apply an effective questioning strategy to evaluate sources intended to inform the public and consider the effects of choices made by media organizations (including internet social platforms) on elections and social movements.
- 9-12.Civ.43. Evaluate sources and determine potential bias in the media and how that impacts government decision making.
- 9-12.Civ.44. Evaluate the effects of diverse ideologies and the process of political socialization on oneself and society.
- 9-12.Civ.45. Analyze rights and obligations of citizens of the United States.
- 9-12.Civ.46. Critique leadership strategies through past and present examples of change-makers.
- 9-12.Civ.47. Plan and demonstrate some ways in which an active citizen can effect change in the community, state, nation, or world.
- 9-12.Civ.48. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and international government.
- 9-12.Civ.49. Take informed action to improve your community.

We the People

Level 3 curriculum connections

- **Unit 6, Lesson 33:** What does it mean to be a citizen?
- **Unit 6, Lesson 34:** What is the importance of civic engagement to American constitutional democracy?
- **Unit 6, Lesson 35:** How have civil rights movements resulted in fundamental political and social change in the United States?
- **Unit 6, Lesson 36:** How have American political ideas and the American constitutional system influenced other nations?
- **Unit 6, Lesson 37:** What key challenges does the United States face in the future?
- **Unit 6, Lesson 38:** What are the challenges of the participation of the United States in world affairs?
- **Unit 6, Lesson 39:** What does returning to fundamental principles mean?



HS U.S. History

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Inquiry 23. Construct Compelling and Supporting Questions	<ul style="list-style-type: none">● 9-12.US.1. Create compelling questions representing key ideas within the disciplines.● 9-12.US.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.
Inquiry 24. Gather and Evaluate Sources	<ul style="list-style-type: none">● 9-12.US.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.● 9-12.US.4. Evaluate the credibility of a source by examining how experts value the source.
Inquiry 25. Develop Claims	<ul style="list-style-type: none">● 9-12.US.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.● 9-12.US.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
Inquiry 26. Communicate and Critique Conclusions	<ul style="list-style-type: none">● 9-12.US.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.● 9-12.US.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given their purpose.● 9-12.US.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.● 9-12.US.10. Critique the use of claims and evidence in arguments for credibility.
Inquiry 27. Take Informed Action	<ul style="list-style-type: none">● 9-12.US.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.● 9-12.US.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.



Theme 1: Reconstruction (1865–1877)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none">9-12.US.13. Evaluate the long-term consequences of the end of Reconstruction and the rise of Jim Crow on formerly enslaved people and their descendants in all regions of the country. <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none">Unit 3, Lesson 17: How did the Civil War test and transform the American constitutional system?Unit 3, Lesson 19: How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?Unit 3, Lesson 20: How has the right to vote been expanded since the adoption of the Constitution?Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States?
History 16. Cause and Consequence	<ul style="list-style-type: none">9-12.US.14. Analyze the short- and long-term effects of the end of the Civil War and Reconstruction period. <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none">Unit 3, Lesson 17: How did the Civil War test and transform the American constitutional system?Unit 3, Lesson 19: How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States?
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none">9-12.US.15. Evaluate how the events of Reconstruction impacted people from diverse groups.9-12.US.16. Explore African American economic, political, and sociocultural (educational, artistic, literary) responses to emancipation and Reconstruction.9-12.US.17. Identify the ways in which gender roles were changing and remained unchanged during the 19th century. <p><i>We the People</i> Level 3 curriculum connections</p>



	<ul style="list-style-type: none">● Unit 3, Lesson 17: How did the Civil War test and transform the American constitutional system?● Unit 3, Lesson 19: How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?● Unit 3, Lesson 20: How has the right to vote been expanded since the adoption of the Constitution?● Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States?
History 19. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none">● 9-12.US.18. Explore the efforts of the federal government, African Americans, and civil society reformers to create a new political and social order after emancipation. <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none">● Unit 3, Lesson 17: How did the Civil War test and transform the American constitutional system?● Unit 3, Lesson 19: How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?● Unit 3, Lesson 20: How has the right to vote been expanded since the adoption of the Constitution?● Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States?
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none">● 9-12.US.19. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.● 9-12.US.20. Identify and explore how current traditions, rights, and norms of identity groups have changed or are changing over time. <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none">● Unit 6, Lesson 33: What does it mean to be a citizen?● Unit 6, Lesson 34: What is the importance of civic engagement to American constitutional democracy?● Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States?● Unit 6, Lesson 36: How have American political ideas and the American constitutional system influenced other nations?● Unit 6, Lesson 37: What key challenges does the United States face in the future?● Unit 6, Lesson 38: What are the challenges of the participation of the United States in world affairs?● Unit 6, Lesson 39: What does returning to fundamental principles mean?



Geography 14. Human-Environmental Interactions and Sustainability

- 9-12.US.21. Assess how social, economic, political, and environmental developments at global, national, regional, and local levels affect the sustainability of modern and traditional cultures.



Theme 2: Rebuilding the United States: Industry and Immigration (1865–1920)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none">● 9-12.US.22. Examine immigration policy in the United States.● 9-12.US.23. Evaluate the following concerning the economic system of the United States: efficiency, equity, equality, and justice.● 9-12.US.24. Examine labor struggles and populist movements in the United States and compare to other movements around the world. <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none">● Unit 3, Lesson 19: How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
History 16. Cause and Consequence	<ul style="list-style-type: none">● 9-12.US.25. Examine the impact of the end of the Civil War on the settlement of the West and on the relationships between the United States and the Indigenous nations in the West.● 9-12.US.26. Explain the various causes of the Industrial Revolution.● 9-12.US.27. Evaluate the consequences of the Industrial Revolution.● 9-12.US.28. Analyze social, political, and economic reasons groups migrated to and within the United States, including push and pull factors.
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none">● 9-12.US.29. Evaluate the effects of the entry of women into the workforce after the Civil War and analyze women’s political organizations.● 9-12.US.30. Analyze the consequences of the continuing westward expansion of the American people after the Civil War.● 9-12.US.31. Evaluate the impact of the 14th Amendment on Indigenous people and Asian and European immigrant men and women.● 9-12.US.32. Examine the ways that the Great Migration changed America, exploring the ways that African Americans adapted and resisted.
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none">● 9-12.US.33. Compare and contrast the various origins (indigenous, forced, voluntary) of identity groups in the United States.● 9-12.US.34. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language between 1865 and 1920.
Geography 13. Movement, Population and Systems	<ul style="list-style-type: none">● 9-12.US.35. Analyze and predict how locations, places, and regions impact the evolution of human perspective and identity.



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Theme 3: Imperialism (1890–1920)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none">• 9-12.US.36. Examine U.S. imperialist policies and practices.• 9-12.US.37. Analyze the influence of cultural, literary, and artistic movements between 1890 and 1920.
History 16. Cause and Consequence	<ul style="list-style-type: none">• 9-12.US.38. Analyze the causes and course of the growing role of the United States in world affairs from the Civil War to World War I.
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none">• 9-12.US.39. Evaluate how events during Imperialism impacted people from diverse groups.• 9-12.US.40. Examine ways in which art, journalism, literature, and cultural artifacts served as forms of resistance and contributed to the anti-imperialist movements.
Ethnic, Cultural, and Identity Standards 21. Identity in History	<ul style="list-style-type: none">• 9-12.US.41. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between 1890 and 1920.
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none">• 9-12.US.42. Describe how particular historical events and developments shape human processes and systems between 1890 and 1920.



Theme 4: Progressivism and World War I	
Anchor Standard <i>The student demonstrates an understanding of</i>	Performance Standard <i>Therefore, the student is able to:</i>
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none">● 9-12.US.43. Examine the ethics of the suppression of civil liberties and human rights during times of conflict and war, past and present.● 9-12.US.44. Analyze the role of the United States in the world and the balance of foreign and domestic priorities.● 9-12.US.45. Analyze the influence of cultural, literary, and/or artistic movements during the Progressive Era and World War I.
History 16. Cause and Consequence	<ul style="list-style-type: none">● 9-12.US.46. Distinguish between the long-term causes and triggering events that led the United States into World War I.● 9-12.US.47. Explain the course and significance of Woodrow Wilson's wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles Treaty.
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none">● 9-12.US.48. Evaluate major reform movements and reformers during the Progressive Era.● 9-12.US.49. Evaluate the inclusivity and exclusivity of Progressive Era reform movements.● 9-12.US.50. Analyze the campaign for, and the opposition to, women's suffrage in the late 19th and early 20th centuries.● 9-12.US.51. Analyze the strategies of African Americans to achieve basic civil rights in the early 20th century.● 9-12.US.52. Analyze how ideologies of the progressive movement impacted Indigenous people in the United States. <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none">● Unit 3, Lesson 19: How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
History 19. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none">● 9-12.US.53. Explain what Progressivism meant in the early 20th century through the ideas, actions, and experiences of Progressive leaders.● 9-12.US.54. Analyze the governmental policies of the Progressive period, determine which problems they were designed to solve, and assess their long- and short-term effectiveness.● 9-12.US.55. Analyze the role of the United States in World War I.



**Ethnic, Cultural, and
Identity Studies 20.
Diversity and Identity**

- 9-12.US.56. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups during the Progressive Era and World War I.
- 9-12.US.57. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language during the Progressive Era and World War I.



Theme 5: Conflicts and Transitions (1920–1929)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none">9-12.US.58. Explore the change between traditionalism and modernity in U.S. society in the past and compare it to today.
History 16. Cause and Consequence	<ul style="list-style-type: none">9-12.US.59. Assess how new technology in transportation, communication, and finance impacted U.S. society.
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none">9-12.US.60. Evaluate how the events of the 1920s impacted people from diverse groups.9-12.US.61. Explore the arts, entrepreneurship, and philanthropy of the Harlem Renaissance and its connections to the Great Migration.9-12.US.62. Evaluate the passage of the 19th Amendment from the perspective of diverse groups in U.S. society.9-12.US.63. Examine the ways in which gender role norms changed and stayed the same in the United States in the 1920s.
History 19. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none">9-12.US.64. Examine the conflict between traditionalism and modernity as manifested in the major political and economic events in the first two decades of the 20th century.
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none">9-12.US.65. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of the Earth's surface and resources.
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	<ul style="list-style-type: none">9-12.US.66. Examine historical and contemporary cultural, economic, political, and social contributions to society by individuals or groups within an identity group.9-12.US.67. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between 1920 and 1929.



Theme 6: The Great Depression and the New Deal (1929–1941)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to</i>
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none">● 9-12.US.68. Evaluate New Deal programs and their impact on diverse groups of people in America.● 9-12.US.69. Analyze the influence of cultural, literary, and/or artistic movements between 1929 and 1941.
History 16. Cause and Consequence	<ul style="list-style-type: none">● 9-12.US.70. Describe the multiple causes and consequences of the global and the U.S. depression of the 1930s.● 9-12.US.71. Assess the impact and legacy of New Deal relief, recovery, and reform programs.
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none">● 9-12.US.72. Examine the lives and experiences of Latinos and other diverse groups and the relationship of the United States to Mexico.
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none">● 9-12.US.73. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between 1929 and 1941.
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none">● 9-12.US.74. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources.

Theme 7: World War II	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to</i>
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none">● 9-12.US.75. Analyze the similarities, differences, and connections between the racial social order in the United States, Germany, and other countries during World War II.● 9-12.US.76. Analyze the influence of cultural, literary, and artistic movements during World War II.



	<ul style="list-style-type: none">● 9-12.US.77. Explore the legacy of “othering” in the United States, including boarding schools, internment camps, and detention centers.
History 16. Cause and Consequence	<ul style="list-style-type: none">● 9-12.US.78. Explain the reasons for U.S. involvement in World War II and the key actions and events leading up to declarations of war against Japan and Germany.● 9-12.US.79. Explain the rise of fascism and the forms it took in Germany and Italy, including ideas and policies that led to the Holocaust, also known as Shoah.● 9-12.US.80. Analyze the events that led to World War II, the major battles of the war, use of nuclear weapons, and the Holocaust, also known as Shoah.● 9-12.US.81. Analyze the consequences of World War II, including the conferences of Allied leaders following the war and the development of human rights.● 9-12.US.82. Assess the social, political, and economic transformation of the United States during World War II.
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none">● 9-12.US.83. Evaluate how the events during World War II impacted people from diverse groups.● 9-12.US.84. Examine the ways in which gender roles changed and stayed the same during World War II.
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none">● 9-12.US.85. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups during World War II.● 9-12.US.86. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.
Geography 13. Movement, Population and Systems	<ul style="list-style-type: none">● 9-12.US.87. Predict future social, political, economic, cultural, religious, spiritual, and environmental opportunities as well as obstacles associated with movement, population, decision making, and perspectives in World War II.● 9-12.US.88. Describe how particular historical events and developments shaped human processes and systems in World War II.



Theme 8: The Cold War (1945–1975)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none">● 9-12.US.89. Examine the short- and long-term effects of Central Intelligence Agency involvement in Latin America.● 9-12.US.90. Analyze the impact of Cold War rhetoric and ideology on social movements and activists in the United States.
History 16. Cause and Consequence	<ul style="list-style-type: none">● 9-12.US.91. Analyze the causes, conflicts, and consequences of the Cold War.● 9-12.US.92. Evaluate the policy of containment as a response by the United States to Soviet expansionist policies.● 9-12.US.93. Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas.● 9-12.US.94. Analyze the roots of domestic communism and anti-communism in the 1950s as well as the origins and consequences of and the resistance to McCarthyism.
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none">● 9-12.US.95. Evaluate how the events during the Cold War impacted people from diverse groups.● 9-12.US.96. Examine the ways in which gender roles changed and stayed the same between 1945 and 1975.
History 19. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none">● 9-12.US.97. Summarize U.S. diplomatic and military policies during the Cold War.
Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none">● 9-12.US.98. Predict future social, political, economic, cultural, religious, spiritual, and environmental opportunities as well as obstacles associated with movement, population, decision making, and perspectives between 1945 and 1975.● 9-12.US.99. Describe how particular historical events and developments shaped human processes and systems between 1945 and 1975.
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none">● 9-12.US.100. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth’s surface and resources. <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none">● Unit 6, Lesson 38: What are the challenges of the participation of the United States in world affairs?



Theme 9: Civil Rights and People Power Movements	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none">• 9-12.US.101. Examine how evolving global and domestic understanding of and respect for universal human rights affected the development of the civil rights movement in the United States.• 9-12.US.102. Analyze issues related to race relations in the United States since the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.• 9-12.US.103. Evaluate the role of McCarthyism on the civil rights movement.• 9-12.US.104. Evaluate the influence of 1960s cultural and artistic movements from past to present day. <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none">• Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States?• Unit 6, Lesson 36: How have American political ideas and the American constitutional system influenced other nations?
History 16. Cause and Consequence	<ul style="list-style-type: none">• 9-12.US.105. Analyze the origin, goals, and outcomes of civil rights groups in the 1950s and the 1960s and their influence on contemporary civil rights movements.• 9-12.US.106. Evaluate resistance to integration in white communities, protests to end segregation, and Supreme Court decisions on civil rights. <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none">• Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States?
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none">• 9-12.US.107. Evaluate how the events of the civil rights movement impacted people from diverse groups.• 9-12.US.108. Analyze the causes, course, and impact on U.S. politics and society of new social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation. <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none">• Unit 5, Lesson 30: How does the First Amendment protect freedom to assemble, petition and associate?• Unit 6, Lesson 34: What is the importance of civic engagement to American constitutional democracy?• Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States?



History 19. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none">● 9-12.US.109. Analyze the important policies and events that took place during the presidencies of John F. Kennedy, Lyndon Johnson, and Richard Nixon. <p><i>We the People</i></p> <p>Level 3 curriculum connections</p> <ul style="list-style-type: none">● Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States?
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	<ul style="list-style-type: none">● 9-12.US.110. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy. <p><i>We the People</i></p> <p>Level 3 curriculum connections</p> <ul style="list-style-type: none">● Unit 3, Lesson 17: How did the Civil War test and transform the American constitutional system?● Unit 3, Lesson 19: How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?● Unit 3, Lesson 20: How has the right to vote been expanded since the adoption of the Constitution?● Unit 5, Lesson 30: How does the First Amendment protect freedom to assemble, petition and associate?● Unit 6, Lesson 34: What is the importance of civic engagement to American constitutional democracy?● Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States?● Unit 6, Lesson 36: How have American political ideas and the American constitutional system influenced other nations?● Unit 6, Lesson 37: What key challenges does the United States face in the future?● Unit 6, Lesson 38: What are the challenges of the participation of the United States in world affairs?● Unit 6, Lesson 39: What does returning to fundamental principles mean?



Theme 10: Rise of Conservatism and Liberalism (1968–2008)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none">● 9-12.US.111. Assess the short- and long-term social and political impacts of conservatism and liberalism in the United States.● 9-12.US.112. Examine the short- and long-term impacts of criminal justice policy implemented during the presidencies of Ronald Reagan and Bill Clinton.● 9-12.US.113. Examine the push-pull relationship between liberalism and conservatism in the United States over time.● 9-12.US.114. Evaluate whether the Cold War definitively ended in 1991.
History 16. Cause and Consequence	<ul style="list-style-type: none">● 9-12.US.115. Analyze the social, political, and economic conditions of the 1960s and 1970s that led to a rise in Conservatism and its overall impact on society.● 9-12.US.116. Analyze how Communist economic policies and U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to the fall of the Berlin Wall in 1989 and the dissolution of the Soviet Union in 1991.
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none">● 9-12.US.117. Evaluate how major world events between 1968 and 2008, such as 9/11, and the rise of global terrorism impacted people from diverse groups.● 9-12.US.118. Examine the ways in which gender roles changed and stayed the same between 1968 and 2008.● 9-12.US.119. Evaluate the significance of the federal 1990 Americans with Disabilities Act.● 9-12.US.120. Examine the experiences, activism, and legislation impacting the LGBTQIA+ community.
History 19. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none">● 9-12.US.121. Analyze the rise of conservatism and liberalism in U.S. politics and society.
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	<ul style="list-style-type: none">● 9-12.US.122. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.



Theme 11: The United States in a Global Age (2008–Present)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to</i>
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none">• 9-12.US.123. Analyze the influence of cultural, literary, and artistic movements between 2008 and the present.• 9-12.US.124. Analyze major trends, issues, and advances to address healthcare disparities in the past, present, and future.
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none">• 9-12.US.125. Evaluate how the events between 2008 and the present impact people from diverse groups.• 9-12.US.126. Examine the ways in which gender roles changed and stayed the same between 2008 and the present.
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	<ul style="list-style-type: none">• 9-12.US.127. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.• 9-12.US.128. Evaluate the role of racial social constructs in the structure and function of 21st-century U.S. society. <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none">• Unit 6, Lesson 33: What does it mean to be a citizen?• Unit 6, Lesson 34: What is the importance of civic engagement to American constitutional democracy?• Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States?
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none">• 9-12.US.129. Assess how social, economic, political, and environmental developments at global, national, regional, and local levels affect the sustainability of modern and traditional cultures.



History 19. Power Dynamics, Leadership, and Agency

- 9-12.US.130. Evaluate the role of the United States in contemporary global issues.
- 9-12 US.131. Evaluate the impacts of contemporary global issues on the United States.
- 9-12.US.132. Analyze the current state and health of U.S. democracy.
- 9-12.US.133. Analyze some of the major technological and social trends and issues of the late 20th and early 21st centuries.
- 9-12.US.134. Evaluate the effectiveness of the federal government's response to international and domestic terrorism in the 21st century.
- 9-12.US.135. Examine contemporary civil and human rights struggles and successes.
- 9-12.US.136. Analyze U.S. government policies to reduce climate disruption.

We the People

Level 3 curriculum connections

- **Unit 6, Lesson 33:** What does it mean to be a citizen?
- **Unit 6, Lesson 34:** What is the importance of civic engagement to American constitutional democracy?
- **Unit 6, Lesson 35:** How have civil rights movements resulted in fundamental political and social change in the United States?
- **Unit 6, Lesson 36:** How have American political ideas and the American constitutional system influenced other nations?
- **Unit 6, Lesson 37:** What key challenges does the United States face in the future?
- **Unit 6, Lesson 38:** What are the challenges of the participation of the United States in world affairs?
- **Unit 6, Lesson 39:** What does returning to fundamental principles mean?



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