

**RRPS District Standards: SOCIAL STUDIES**

Grade 9

Theme: World Geography/New Mexico History

10/2006

**STRAND I: HISTORY**

***NM State Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.***

**NM State Benchmarks Grades 9-12**

The NM State Social Studies standards document does not specify a grade level for Performance Standards (PS) Grades 9-12. Therefore, the RRPS Social Studies curriculum team, grades 9-12, assigned each state PS to the grade level where it seems most appropriate.

**NM State Benchmark I-A: Grades 9-12**

New Mexico History: Analyze how people and events of New Mexico have influenced United States and world history since statehood.

**NM Grade 9 Performance Standards**

1. Identify geographic, social, and political factors in New Mexico that have impacted United States and world history to include relationships between state, tribal, and federal government in the settlement of land grant and treaty issues, the role of water issues as they relate to development of industry, population growth, historical issues, and current acequia systems/water organizations, settlement and growth patterns in New Mexico from statehood to present, role of the federal government (e.g., military bases, national laboratories, national parks, Indian reservations, transportation systems, water projects), and cultural and geographic diversity and its effect on New Mexico as a “Majority Minority” State.

**NM State Benchmark I-B: Grades 9-12**

United States History: Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction.

**NM Grade 9 Performance Standards**

1. Recognize that the United States has an expanding role in the modern world in its relationship with other countries.

**NM State Benchmark I-C: Grades 9-12**

World History: Analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present to develop an understanding of the complexity of the human experience.

**NM Grade 9 Performance Standards**

1. Describe how regions of the world relate to one another in the context of geography, politics, economics, religions, and social structures.

**RRPS Grade 9 Power Standards**

*While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.*

**Power Standard 1 (Benchmark I-A)**

Identify geographic, social, and political factors in New Mexico that have impacted United States and world history to include relationships between state, tribal, and federal government in the settlement of land grant and treaty issues, the role of water issues as they relate to development of industry, population growth, historical issues, and current acequia systems/water organizations, settlement and growth patterns in New Mexico from statehood to present, role of the federal government (e.g., military bases, national laboratories, national parks, Indian reservations, transportation systems, water projects), and cultural and geographic diversity and its effect on New Mexico as a “Majority Minority” State.

**NM State Benchmark I-D: Grades 9-12**

Skills: Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts.

**NM Grade 9 Performance Standards**

1. Distinguish “facts” from authors’ opinions and evaluate an author’s obvious and implicit assumptions, beliefs, or biases about the subject.
2. Interpret events and issues based upon the historical, economic, political, social, and geographic context of the participants.
3. Explain how to use technological tools to research data, to verify information, and to communicate findings.

**STRAND II: GEOGRAPHY**

***NM State Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environment.***

**NM State Benchmarks Grades 9-12**

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**RRPS Grade 9 Power Standards**

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**NM State Benchmark II-A: Grades 9-12**

Analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills, and perspectives, and apply them to explain the past, present, and future in terms of patterns, events, and issues.

**Power Standard 2 (Benchmark II-A)**

Evaluate and select appropriate geographic representations to analyze and explain natural and man-made issues and problems.

**NM Grade 11 Performance Standards**

1. Evaluate and select appropriate geographic representations to analyze and explain natural and man-made issues and problems.
2. Understand geographical vocabulary and analyze population distribution as well as settlement patterns.

**Power Standard 3 (Benchmark II-B)**

Recognize connections among economic development, population growth, and environmental change.

**NM State Benchmark II-B: Grades 9-12**

Analyze natural and manmade characteristics of worldwide locales; describe regions, their interrelationships, and patterns of change.

**Power Standard 4 (Benchmark II-B)**

Recognize the relationship between the definition of a place and its economic, social, and cultural characteristics; explain why diverse groups in society view places and regions differently

**NM Grade 11 Performance Standards**

1. Describe how natural and human processes interact to shape geographic connections and characteristics of regions.
2. Recognize connections among economic development, population growth, and environmental change.
3. Recognize the relationship between the definition of a place and its economic, social, and cultural characteristics; explain why diverse groups in society view places and regions differently.
4. Recognize manmade and natural changes in regions and their effect on human migration throughout the world.

**NM State Benchmark II-C: Grades 9-12**

Analyze the impact of people, places, and natural environments upon the past and present in terms of our ability to plan for the future.

**NM Grade 11 Performance Standards**

1. Compare and contrast how different viewpoints influence government policy regarding the use and management of natural resources in the context of human-environmental interaction.
2. Recognize how geographic diversity has played a role in affecting historic events.
3. Analyze the use of and effectiveness of technology in the study of geography.

## STRAND II: GEOGRAPHY

***NM State Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environment.***

### **NM State Benchmarks Grades 9-12**

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### **RRPS Grade 9 Power Standards**

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### **NM State Benchmark II-D: Grades 9-12**

Analyze how physical processes shape the Earth's surface patterns and bio systems.

### **Power Standard 5 (Benchmark II-D)**

Explain and analyze how water is a scarce resource in New Mexico both in quality and quantity.

### **NM Grade 11 Performance Standards**

1. Analyze how the Earth's physical processes are continually changing resulting from natural and human evolution.
2. Understand why ecosystems are important in understanding environmental instability.
3. Explain and analyze why water is a scarce resource in New Mexico, both in quantity and in quality.

### **Power Standard 6 (Benchmark II-E)**

Analyze how geography shapes cultural characteristics of a region.

### **NM State Benchmark II-E: Grades 9-12**

Analyze and evaluate how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.

### **Power Standard 7 (Benchmark II-E)**

Analyze how diverse viewpoints and self-interest play a role in conflict over territory and resources.

### **NM Grade 11 Performance Standards**

1. Evaluate the relationships among settlement, migration, population-distribution patterns, landforms, and climates in developing and developed countries.
2. Understand how cooperation and conflict affect political, social, and economic factors in New Mexico, the United States, and throughout the world.
3. Analyze how geography shapes cultural characteristics of a region.
4. Analyze how diverse viewpoints and self-interest play a role in conflict over territory and resources.
5. Evaluate effects of technology on the development of, changes to, and interactions of cultures.

### **Power Standard 8 (Benchmark II-F)**

Evaluate the geographic factors that influence the major world patterns of economic activity and regional relationships.

### **NM State Benchmark II-F: Grades 9-12**

Analyze and evaluate the effects of human and natural interactions in terms of changes in the meaning, use, distribution, and importance of resources in order to predict our global capacity to support human activity.

### **NM Grade 11 Performance Standards**

1. Compare the ways man-made and natural processes modify the environment and how these changes impact resource allocations.
2. Understand how environmental changes impact resources.
3. Evaluate the geographic factors that influence the major world patterns of economic activity and regional relationships.

**STRAND III: GOVERNMENT AND CIVICS**

***NM State Content Standard III: Civics and Government: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.***

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**RRPS Grade 9 Power Standards**

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**NM State Benchmark III-A: Grades 9-12**

Compare and analyze the structure, power, and purpose of government at the local, state, tribal, and national levels as set forth in their respective constitutions or governance documents.

**Power Standard 9 (Benchmark III-A)**

Compare and contrast the structure and powers of New Mexico’s government as expressed in the New Mexico Constitution with that of the United States Constitution, to include:

- Direct democracy in the initiative, referendum, and recall process
- Impeachment process
- Process of voter registration and voting
- Role of primary elections to nominate candidates
- How a bill becomes a law
- Executive officers and their respective powers
- New Mexico courts, appointment of judges, and election and retainment processes for judges
- Organization of county and municipal governments

**NM Grade 9 Performance Standards**

1. Recognize the structure, powers, and roles of the legislative, executive, and judicial branches of local, state, and federal government.
2. Describe and analyze the powers and responsibilities of (including the concept of legitimate power) local, state, tribal, and national governments.

**NM State Benchmark III-B: Grades 9-12**

Analyze how the symbols, icons, songs, traditions, and leaders of New Mexico and the United States exemplify ideals and provide continuity and a sense of unity.

**NM Grade 9 Performance Standards**

None identified for this grade level.

**NM State Benchmark III-C: Grades 9-12**

Understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring, and influencing.

**NM Grade 9 Performance Standards**

1. Understand how standards, conflicts, and issues related to universal human rights impact public policy.

**STRAND IV: ECONOMICS**

***NM State Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.***

**NM State Benchmarks Grades 9-12**

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**RRPS Grade 9 Power Standards**

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**NM State Benchmark IV-A: Grades 9-12**

Analyze the ways individuals, households, businesses, governments, and societies make decisions, are influenced by incentives (economic and intrinsic) and the availability and use of scarce resources and that their choices involve costs and varying ways of allocating.

**Power Standard 10 (Benchmark IV-A)**

Understand the core relationship between geography and economic development.

**NM Grade 9 Performance Standards**

1. Understand the relationship between socioeconomic stratification and cultural values.
2. Understand how socioeconomic stratification (SES) arises from a geographic perspective.
3. Use quantitative data to analyze economic information.

**NM State Benchmark IV-B: Grades 9-12**

Analyze and evaluate how economic systems impact the ways in which individuals, households, businesses, governments, and societies make decisions about resources and the production and distribution of goods and services.

**NM Grade 9 Performance Standards**

1. Recognize the relationships between and among contemporary and developing countries with differing economic systems.
2. Evaluate economic systems by their ability to achieve broad societal goals (e.g., efficiency, equity, security, employment, stability, economic growth).
3. Compare, analyze, and evaluate the positive and negative aspects of American capitalism in relationship to other economic systems.

**NM State Benchmark IV-C: Grades 9-12**

Analyze and evaluate the patterns and results of trade, exchange, and interdependence between the United States and the world since 1900.

**NM Grade 9 Performance Standards**

None identified for this grade level.