

Jemez Valley Public Schools
NEW MEXICO HISTORY • CONTENT MAP

Quadrant I	Quadrant II	Quadrant III	Quadrant IV
Strand 1: History Standard: 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.			
<p>Explain how New Mexicans have adapted to their physical environments to meet their needs over time including living in the desert, control over water resources, pueblo structure, highway system, and use of natural resources.</p> <p>Describe how important individuals, groups, and events impacted the development of New Mexico from 19th century to the present including: 1848 Rebellion, Treaty of Guadalupe Hidalgo, William Becknell and the Santa Fe Trail, Buffalo Soldiers, Lincoln County War, Navajo Long Walk, Theodore Roosevelt and the Rough Riders.</p> <p>Explain the impact of New Mexico on the development of the American West up to the present to include: (a) availability of land (individuals, governments, railroads, tribal); (b) government land grants and treaties; (c) transportation (wagons, railroads, automobile); (d) identification and use of natural and human resources; (e) population growth and economic patterns; (f) cultural interactions among indigenous and arriving populations and the resulting changes.</p> <p>Compare and contrast the relationships over time of Native American tribes in New Mexico with other cultures.</p> <p>Analyze the role and impact of New Mexico and New Mexicans in World War II (Native Code Talkers, New Mexico National Guard, internment camps, Manhattan Project, Bataan Death March). Describe how important individuals, groups and events impacted the development of New Mexico including Robert Goddard, J. Robert Oppenheimer, Dennis Chavez, Manual Lujan, the Manhattan Project and Harrison Schmitt</p> <p>Distinguish facts from authors' opinions and evaluate an author's implicit and explicit philosophical assumptions, beliefs or biases about the subject.</p>	<p>Compare and contrast the relationships over time of Native American tribes in New Mexico with other cultures.</p> <p>Analyze the role and impact of New Mexico and New Mexicans in World War II (Native Code Talkers, New Mexico National Guard, internment camps, Manhattan Project, Bataan Death March).</p> <p>Describe how important individuals, groups and events impacted the development of New Mexico including Robert Goddard, J. Robert Oppenheimer, Dennis Chavez, Manual Lujan, the Manhattan Project and Harrison Schmitt</p> <p>Distinguish facts from authors' opinions and evaluate an author's implicit and explicit philosophical assumptions, beliefs or biases about the subject.</p>	<p>Analyze the geographic, economic, social, and political factors of New Mexico that impacted United States and world history, to include: (a) land grant and treaty issues unresolved to present day and continuing to impact relations between and among citizens at the state, tribal, and federal government levels; (b) role of water issues as they relate to development of industry, population growth, historical issues, and current acequia systems and water organizations; (c) urban development; (d) role of the federal government (military bases, national laboratories, national parks, Indian reservations, transportation systems, water projects); (e) unique role of New Mexico in the 21st century as a "Minority Majority" state.</p> <p>Describe how important individuals, groups and events impacted the development of New Mexico such as the Albuquerque Balloon Fiesta.</p>	<p>Analyze the impact of the arts, sciences, and technology of New Mexico since World War II by examining artists, cultural artifacts, nuclear weapons, the arms race, technological advances, scientific developments, high tech industries, federal laboratories. □□ Explain how New Mexico history represents a framework of knowledge and skills within which to understand the complexity of the human experience, to include: (a) analyzing perspectives that have shaped the structures of historical knowledge and (b) describing ways historians study the past to explain connections made between the past and the present and their impact.</p>

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Strand II: Geography							
Standard: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.							
Analyze and evaluate why places and regions are important to human identity (sacred tribal grounds, culturally unified neighborhoods). Explain and analyze how water is a scarce resource in New Mexico, both in quantity and quality.		Analyze how cooperation and conflict are involved in shaping the distribution of political, social and economic factors in New Mexico, and the United States (land grants, border issues).		Analyze how the character and meaning of a place is related to its economic, social and cultural characteristics and why diverse groups in society view places and regions differently. Analyze and evaluate changes in regions and recognize the patterns and causes of those changes (mining, tourism). Analyze the factors influencing economic activities (mining, ranching, agriculture, tribal gaming, tourism, high tech) that have resulted in New Mexico's population growth.			

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Strand III: Civics and Government							
Standard: 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.							
Analyze the contributions of symbols, songs and traditions toward promoting a sense of unity at the state and national levels and evaluate their role in providing continuity over time.		Analyze qualities of effective leadership.				Evaluate the impact of United States political, tribal and social leaders on New Mexico and the nation.	