

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.
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> ● 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.

	<ul style="list-style-type: none"> ● 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.
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.
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> ● 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.