

# ALIGNMENT

## NEW MEXICO SOCIAL STUDIES CONTENT STANDARDS

AND

## THE *EXPLORE* PROGRAM



*The Explore Program includes the following four comprehensive social studies programs:*  
Explore America, Explore the Ancient World, Explore World History, and Explore the United States



## Alignment of the New Mexico Social Studies Content Standards and the *Explore* Program

New Mexico’s social studies scope and sequence is coordinated with the state’s *Standards for Excellence*, the *Content Standards with Benchmarks for Social Studies*, and national content standards and benchmarks. Through the social studies curriculum, New Mexico students are expected to develop the skills, knowledge, and attitudes that lead to responsible citizenship in a democratic society. In addition, students are expected to learn about themselves in relation to other people in a global society.

Content alignments are as follows:

GRADE LEVEL	CONTENT	EXPLORE PROGRAM
<b>Grade Five</b>	<ul style="list-style-type: none"> <li>• U.S. history with an emphasis on the period from 1450-1789</li> </ul> <p>This period includes the exploration of the Americas, colonization of North America, and establishment of the American nation (which includes the American Revolution, Constitution, and Bill of Rights). Students are introduced to global geography and focus on map skills such as scales, longitude and latitude, map keys, and directions. Attention also is given to the backgrounds of European explorers.</p>	<p><i>Explore America</i> covers this period exactly and is appropriate as a social studies program for students in grade five.</p>
<b>Grade Six</b>	<ul style="list-style-type: none"> <li>• The ancient world, including early peoples, Mesopotamia, Egypt, Greece, Rome, and western Europe (including the time period of the Middle Ages)</li> </ul> <p>The emphasis in this course of study is the eastern hemisphere. Students are expected to understand chronology and focus on language, literature, the arts, traditions, beliefs, values, religion, economics, government, and technology in relation to the development of civilizations. In geography, students are studying continents, oceans, countries of the Mediterranean, and the geography of ancient lands. In economics, students are expected to learn how people organize for the production, distribution, and consumption of goods and services, identify historical trade networks, and show how trade promotes the spread of ideas.</p>	<p><i>Explore the Ancient World</i> covers the ancient world (prehistory to about A.D. 500).</p> <p><i>Explore World History</i> covers western Europe after the fall of Rome (A.D. 476) through the Middle Ages to the Enlightenment.</p> <p>Both programs address the content specified in the other social studies strands; as such, they are appropriate social studies programs for students in grade six.</p>
<b>Grade Seven</b>	<ul style="list-style-type: none"> <li>• History of New Mexico</li> </ul>	No match

GRADE LEVEL	CONTENT	EXPLORE PROGRAM
<b>Grade Eight</b>	<ul style="list-style-type: none"> <li>• U. S. history with an emphasis on the period from 1783-1914</li> </ul> <p>Students are expected to describe and explain how geography has affected America’s history and development, identify major regions, evaluate and use geographic tools, and construct and use mental maps to organize information about people, places, environments, and changes in a spatial context. In terms of economics, students are expected to analyze trade patterns and economic principles of capitalism and other economic systems. Students also are expected to develop an understanding of the ideals, principles, and practices of citizenship in a democratic republic and in other forms of governance.</p>	<p><i>Explore the United States</i> covers the relevant period of history and much of the content of the other social studies strands; as such, it is appropriate as a social studies program for students in grade eight.</p>
<b>Grades Five-Eight</b>	<p>In addition, as part of the social studies curriculum, emphasis is placed on students developing the following “process skills”:</p> <ol style="list-style-type: none"> <li>1. <b>Critical Thinking</b> (e.g., problem solving, comparing, categorizing, classifying, sequencing, identifying cause and effect relationships, recognizing bias and propaganda, gathering and organizing data, summarizing and synthesizing ideas from a variety of sources, formulating questions, and drawing conclusions)</li> <li>2. <b>Communication</b> (e.g., using the skills of reading, writing, and viewing to interpret and evaluate information, making oral presentations, using electronic media skills to express ideas, work cooperatively and independently, and follow written and oral directions)</li> <li>3. <b>Connections</b> (e.g., integrating conceptual and procedural knowledge, relating social studies to other curricular areas, using graphical, numerical, physical, and verbal models or representations, applying strategies for studying and taking tests, analyzing the impact of social studies and technology on daily life, and exploring the relationship between social studies and the work world)</li> </ol>	<p>All four <i>Explore</i> programs incorporate these process skills.</p>