

Concise Explanatory Statement For Rulemaking Adoption:

Findings required for rulemaking adoption:

Findings MUST include:

- Reasons for adopting rule, including any findings otherwise required by law of the agency, and a summary of any independent analysis done by the agency;
- Reasons for any change between the published proposed rule and the final rule; and
- Reasons for not accepting substantive arguments made through public comment.

Specific statutory or other authority authorizing rulemaking:
Sections 9-24-8, 22-2-1, 22-2-2, and 22-2C-3 NMSA 1978.

Rule adoption date:
February 10, 2022

Rule effective date:
February 22, 2022

Reasons for adopting rule:

This rule establishes the academic content and performance standards for social studies for grades kindergarten through 12. The purpose of the proposed repeal and replace of 6.29.11 NMAC, Social Studies, was to update the social studies standards.

Reasons for any change between the published proposed rule and the final rule:

The department reviewed and considered all written and oral feedback received during the public comment period. Changes between the published proposed rule and the adopted rule include minor grammatical corrections and reflect requests from feedback received during the public comment period. For more detail on the changes between the proposed rule and the rule as adopted, reasons for changes, and information as to why the Department may not have accepted comments or suggested changes, please see "6.29.11 NMAC, Response to Public Comment," attached.

Issuing authority (If delegated, authority letter must be on file with ALD):

Name:

Gwen Perea Warniment, Ph.D.

Check if authority has been delegated

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Title:

Deputy Secretary of Teaching, Learning, and Assessment

Signature: (BLACK ink only OR Digital Signature)

Date signed:

DocuSigned by:



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02/10/2022

Response to Public Comment
6.29.11 NMAC, Social Studies

| RULE CHANGES | |
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| Section | Change |
| 6.29.11 | <p>In every section:</p> <ul style="list-style-type: none"> • Updated the effective date of the rule. • Updated historical citations. • Edited for grammatical errors and to reduce wordiness. • Edited language for redundancy and to add clarification. • Made changes to reflect feedback received during the public comment period, including changes noted in the sections below. |
| 6.29.11.5 EFFECTIVE DATE | <ul style="list-style-type: none"> • Updated the rule's effective date with "February 22, 2022." |
| 6.29.11.6 OBJECTIVE | <ul style="list-style-type: none"> • After the second strand, "economics," added "and personal financial literacy" as this strand has expanded to include language related to personal financial literacy. The strand is now "economics and personal financial literacy." • Updated the fifth strand, "ethnic, cultural, and identity standards" to read as "ethnic, cultural, and identity studies," as keeping "standards" would be redundant. |
| 6.29.11.8 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR KINDERGARTEN | <ul style="list-style-type: none"> • Added, "and personal financial literacy" to Subsection B. Economics, as the strand was expanded to include personal financial literacy performance standards. The subsection now reads as, "Economics and personal financial literacy." • Added a paragraph to require students to demonstrate an understanding of personal financial literacy. Specifically, under Paragraph (3) of Subsection B, added, "The student shall demonstrate an understanding of personal financial literacy by recognizing personal finance choices people make." • Added language that reflects students will demonstrate an understanding of different performance standards with prompting and support. • For clarification purposes: <ul style="list-style-type: none"> ◦ under Subparagraph (e) of Paragraph (1) of Subsection E, removed the original language in the proposed rulemaking and inserted "exploring their personal history, culture, and past." ◦ under Subparagraph (f) of Paragraph (1) of Subsection E, removed the original language in the proposed rulemaking and inserted "with support, learning about current contributions of people in their main identity groups." • Updated the fifth strand, "ethnic, cultural, and identity standards" to read as "ethnic, cultural, and identity studies," as keeping "standards" would be redundant. • Other minor changes in this section were made to reduce wordiness, add clarity, and improve the readability of standards. |
| 6.29.11.9 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR FIRST GRADE | <ul style="list-style-type: none"> • Added, "and personal financial literacy" to Subsection B. Economics, as the strand was expanded to include personal financial literacy performance standards. The subsection now reads as, "Economics and personal financial literacy." • Added a paragraph to require students to demonstrate an understanding of personal financial literacy. Specifically, under Paragraph (3) of Subsection B, added, "The student shall demonstrate an understanding of personal financial literacy by: (a) identifying examples of producers and consumers; and |

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| | <ul style="list-style-type: none"> (b) examining how earning money through work is related to the purchase of goods and services.” Moved performance standards within Subsection B to place them under a more appropriate anchor standard. Updated the fifth strand, “ethnic, cultural, and identity standards” to read as “ethnic, cultural, and identity studies,” as keeping “standards” would be redundant. Other minor changes in this section were made to reduce wordiness, add clarity, and improve the readability of standards. |
| 6.29.11.10 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR SECOND GRADE | <ul style="list-style-type: none"> Added, “and personal financial literacy” to Subsection B. Economics, as the strand was expanded to include personal financial literacy performance standards. The subsection now reads as, “Economics and personal financial literacy.” Added a paragraph, Paragraph (3), to require students to demonstrate an understanding of personal financial literacy and, with that, the following two performance standards: “(a) assessing priorities when making financial decisions; and (b) classifying financial goals as short-term or long-term.” For clarification purposes: <ul style="list-style-type: none"> under Subparagraph (a) of Paragraph (2) of Subsection C, removed language from the proposed rulemaking and inserted “comparing the human and physical characteristics of two regions in the United States”. under Subparagraph (a) of Paragraph (1) of Subsection E, removed part of the original language in the proposed rulemaking and inserted “while demonstrating respect and empathy for others.” Updated the fifth strand, “ethnic, cultural, and identity standards” to read as “ethnic, cultural, and identity studies,” as keeping “standards” would be redundant. Other minor changes in this section were made to reduce wordiness, add clarity, and improve the readability of standards. |
| 6.29.11.11 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR THIRD GRADE | <ul style="list-style-type: none"> Added, “and personal financial literacy” to Subsection B. Economics, as the strand was expanded to include personal financial literacy performance standards. The subsection now reads as, “Economics and personal financial literacy.” Added a paragraph, Paragraph (3), to require students to demonstrate an understanding of personal financial literacy, and with that, the following performance standard: “(b) creating a plan with specific steps to reach a short-term financial goal.” Moved standards within Subsection B to place them under a more appropriate anchor standard. For clarification purposes: <ul style="list-style-type: none"> under Subparagraph (a) of Paragraph (1) of Subsection E, removed part of the original language in the proposed rulemaking and inserted “while demonstrating respect and empathy for others.” under Paragraph (2) of Subsection E, removed part of the original language in the proposed rulemaking and inserted “improve their community, which leads to a more equitable society.” Updated the fifth strand, “ethnic, cultural, and identity standards” to read as “ethnic, cultural, and identity studies,” as keeping “standards” would be redundant. Other minor changes in this section were made to reduce wordiness, add clarity, and improve the readability of standards. |

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| <p>6.29.11.12 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR FOURTH GRADE</p> | <ul style="list-style-type: none"> • Added, “and personal financial literacy” to Subsection B. Economics, as the strand was expanded to include personal financial literacy performance standards. The subsection now reads as, “Economics and personal financial literacy.” • Added a paragraph to require students to demonstrate an understanding of personal financial literacy. Specifically, under Paragraph (4) of Subsection B, added, “The student shall demonstrate an understanding of personal financial literacy by: <ul style="list-style-type: none"> (a) establishing the purpose of banks and how they work; and (b) explaining what a checking and savings account are used for.” • For clarification purposes: <ul style="list-style-type: none"> ◦ under Paragraph (2) of Subsection D, removed part of the original language in the proposed rulemaking and inserted “during a selected time period.” ◦ under Paragraph (1) of Subsection E, removed part of the original language in the proposed rulemaking and inserted “participating inquiry of other people’s lives and experiences while demonstrating respect and empathy for others.” • Updated the fifth strand, “ethnic, cultural, and identity standards” to read as “ethnic, cultural, and identity studies,” as keeping “standards” would be redundant. • Other minor changes in this section were made to reduce wordiness, add clarity, and improve the readability of standards. |
| <p>6.29.11.13 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR FIFTH GRADE</p> | <ul style="list-style-type: none"> • Added, “and personal financial literacy” to Subsection B. Economics, as the strand was expanded to include personal financial literacy performance standards. The subsection now reads as, “Economics and personal financial literacy.” • Added a paragraph to require students to demonstrate an understanding of personal financial literacy. Specifically, under Paragraph (3) of Subsection B, added, “The student shall demonstrate an understanding of personal literacy by: <ul style="list-style-type: none"> (a) creating a way to keep track of money spent and saved; and (b) determining the relationship between long-term goals and opportunity cost.” • Moved performance standards within the section to place them under a more appropriate Subsection or Paragraph, or anchor standard. • Other minor changes in this section were made to reduce wordiness, add clarity, and improve the readability of standards. |
| <p>6.29.11.14 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR SIXTH GRADE</p> | <ul style="list-style-type: none"> • Added, “and personal financial literacy” to Subsection B. Economics, as the strand was expanded to include personal financial literacy performance standards. The subsection now reads as, “Economics and personal financial literacy.” • Added a paragraph to require students to demonstrate an understanding of personal financial literacy. Specifically, under Paragraph (4) of Subsection B, added, “The student shall demonstrate an understanding of personal literacy by: <ul style="list-style-type: none"> (a) analyzing how external factors might influence spending decisions for different individuals and households; and (b) giving examples of financial risks that individuals and households face.” • Moved performance standards within Subsection C to place them under a more appropriate Paragraph or anchor standard. • Updated the fifth strand, “ethnic, cultural, and identity standards” to read as “ethnic, cultural, and identity studies,” as keeping “standards” would be redundant. • Other minor changes in this section were made to reduce wordiness, add clarity, and improve the readability of standards. |

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| <p>6.29.11.15 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR SEVENTH GRADE</p> | <ul style="list-style-type: none"> Added, “and personal financial literacy” to Subsection B. Economics, as the strand was expanded to include personal financial literacy performance standards. The subsection now reads as, “Economics and personal financial literacy.” Added a paragraph to require students to demonstrate an understanding of personal financial literacy. Specifically, under Paragraph (5) of Subsection B, added, “The student shall demonstrate an understanding of personal financial literacy by: (a) summarizing how the distribution of resources impacts consumerism and individual financial decisions; and (b) differentiating between saving and investing.” For clarification purposes or to merge or condense the number of standards, including in response to public comment: <ul style="list-style-type: none"> Removed examples listed in Subparagraphs (a) and (b) of Paragraph (1) of Subsection A. to reduce wordiness. where appropriate, added time periods to subparagraphs, or performance standards, to clarify the context within which a student is to demonstrate they understand a performance standard. of the proposed rulemaking, Subparagraphs (c) and (e) of Paragraph (1) were removed; Subparagraph (a) of Paragraph (2) was removed; Subparagraphs (b), (c), and (e) of Paragraph (3) of Subsection B were removed. under Subparagraph (g) of Paragraph (1) of Subsection B of the proposed rulemaking, removed part of the original language and added, “describing Spanish economics policies that led to colonial isolation and their impact on the people of New Mexico.” under Paragraph (3) of Subsection B, added, “explaining trade networks and their impact on cultural groups” and “describing the economy of territorial New Mexico from various perspectives.” of the proposed rulemaking, Subparagraphs (a), (c), (d), and (g) of Paragraph (1) were removed; Subparagraphs (c) and (d) of Paragraph (2); Subparagraphs (a), (c), (d), (e), (g), (h), and (k) of Paragraph 3 of Subsection C of the proposed rulemaking, these subparagraphs were removed. under Paragraph (3) of Subsection C, added, “comparing and contrasting nomadic and semi-nomadic lifestyles” and “discussing the importance of resources shortages on the lifestyles of the Mogollon and ancestral Puebloans.” of the proposed rulemaking, Subparagraphs (a), (c), (d), (j), and (l) of Paragraph (1) were removed; Subparagraphs (a), (b), (c), (d), (e) and (i) of Paragraph 3 were removed; and Subparagraphs (a) and (b) of Paragraph (4) of Subsection D were removed. under Paragraphs (3) and (4) of Subsection D, added, “connecting cultural adaptations of the Pueblo, Apache, and Dine’ people to today”; and “describing the technical limitations of historians and archeologists studying the distant past.” Updated the fifth strand, “ethnic, cultural, and identity standards” to read as “ethnic, cultural, and identity studies,” as keeping “standards” would be redundant. Other minor changes in this section were made to reduce wordiness, add clarity, and improve the readability of standards. |
| <p>6.29.11.16 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR EIGHTH GRADE</p> | <ul style="list-style-type: none"> Added three performance standards under Subsection A. Civics, requiring a student to “demonstrate an understanding of civic and political institutions by: <ul style="list-style-type: none"> (a) comparing indigenous government structures to those of the United States today; (b) describing the ways indigenous peoples organize themselves and their societies; (c) discussing the relationship between a ruler of a nation-state and the citizens of its colonies” |

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- Added, “and personal financial literacy” to Subsection B. Economics, as the strand was expanded to include personal financial literacy performance standards. The subsection now reads as, “Economics and personal financial literacy.”
- Added a paragraph to require students to demonstrate an understanding of personal financial literacy. Specifically, under Paragraph (5) of Subsection B, added, “The student shall demonstrate an understanding of personal financial literacy by:
 - (a) determining the relationship between long-term goals and opportunity cost;
 - (b) identifying ways insurance may minimize personal financial risk; and
 - (c) illustrating the power of compounding to highlight the importance of investing at a young age.”
- For clarification purposes or to merge or condense the number of standards, including in response to public comment:
 - where appropriate, added time periods to subparagraphs, or performance standards, to clarify the context within which a student is to demonstrate they understand a performance standard.
 - under Paragraph (1) of Subsection A, added, “comparing indigenous government structures to those of the United States today”; “describing the ways indigenous peoples organize themselves and their societies”; and “discussing the relationship between a rule of a nation-state and the citizens of its colonies.”
 - under Paragraph (1) of Subsection A, added, “identifying and applying the function of the bill of rights.”
 - under Paragraph (2) of Subsection A, added, “evaluating the efficacy of formal United States policies of expansion, their effects on sovereign tribal nations’ ability to self-govern, and indigenous resistance efforts to preserve tribal sovereignty” and “comparing the federal government’s response to the southern states’ call for independence with that of the original 13 colonies.”
 - under Paragraph (3) of Subsection A, added, “describing the role of community members in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities”; “assessing the responses of various groups to British policies in the 13 colonies”; and “critiquing citizens’ responses to changing political and social policies during the early 19th century.”
 - of the proposed rulemaking, Subparagraphs (b), (c), (d), and (e) of Paragraph (1) were removed; and Subparagraphs (a) and (c) of Paragraph (2) of Subsection C were removed.
 - under Paragraph (1) of Subsection C, added, “analyzing how historic events are shaped by geography” and “synthesizing geographic information about the significance of the 13 colonies to the British empire.”
 - of the proposed rulemaking, Subparagraphs (c), (d), (e), (f), (g), (h), (i), and (j) of Paragraph (2) were removed; Subparagraphs (a) and (b) of Paragraph (4) were removed; Subparagraphs (a) and (b) of Paragraph 5 of Subsection D were removed.
 - under Paragraph (2) of Subsection D, added, “describing the impact of slavery on African populations in Africa and the Americas”; “comparing and contrasting the efforts of the American and British governments to gain the services of African Americans with recruitment of indigenous peoples”; “examining the ways the United States acquired new territories, including purchases, forced relocations, treaties, annexation, and war”; “demonstrating how conflicts over slavery led the north and the south to war” and “evaluating the impact of science and technology during the civil war period.”

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| | <ul style="list-style-type: none"> ○ under Paragraph (3) of Subsection D, added, “discussing the role of religion in the 13 colonies and its impact on developing American identity” and “comparing and contrasting the causes, demographics, and results of the Haitian revolution and enslaved peoples’ rebellions.” ○ under Paragraph (5) of Subsection D, added, “analyzing why and how indigenous peoples resisted United States territorial expansion.” ○ added five subparagraphs under Paragraph (1) of Subsection E. ○ under Paragraph (2) of Subsection E, removed Subparagraphs (a), (b), (c), (d), (e), (f), and (g); and added 11 subparagraphs. ○ under Paragraph (3) of Subsection E, removed Subparagraphs (a) and (b); and added six subparagraphs. • In Subsection D, replaced “Native American” with “Indigenous” for consistency of terms. • Updated the fifth strand, “ethnic, cultural, and identity standards” to read as “ethnic, cultural, and identity studies,” as keeping “standards” would be redundant. • Other minor changes in this section were made to reduce wordiness, add clarity, and improve the readability of standards. |
| 6.29.11.17 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL CIVICS | <ul style="list-style-type: none"> • Other minor changes in this section were made to reduce wordiness, add clarity, and improve the readability of standards. |
| 6.29.11.18 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL ECONOMICS | <ul style="list-style-type: none"> • Added a paragraph to require students to demonstrate an understanding of personal financial literacy. Specifically, thirteen subparagraphs were added under Paragraph (5) of Subsection A, there. • Moved performance standards from Paragraph (1) to Paragraph (5) of this section, as it was more appropriate to include them with personal financial literacy performance standards. • Other minor changes in this section were made to reduce wordiness, add clarity, and improve the readability of standards. |
| 6.29.11.19 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL GEOGRAPHY | <ul style="list-style-type: none"> • Minor changes in this section were made to reduce wordiness, add clarity, and improve the readability of standards. |
| 6.29.11.20 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL NEW MEXICO HISTORY | <ul style="list-style-type: none"> • Added, “and personal financial literacy” to Subsection B. Economics, as the strand was expanded to include personal financial literacy performance standards. The subsection now reads as, “Economics and personal financial literacy.” • Made changes to reflect feedback received during the public comment period. • For clarification purposes or to merge or condense the number of standards, including in response to public comment: <ul style="list-style-type: none"> ○ of the proposed rulemaking, Subparagraph (b) of Paragraph (2) of Subsection A was removed. ○ of the proposed rulemaking, Subparagraph (c) of Paragraph (1) and Paragraph (2) of Subsection A were removed. ○ of the proposed rulemaking, Paragraph (2) of Subsection C was removed. |

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| | <ul style="list-style-type: none"> ○ of the proposed rulemaking, Subparagraphs (b), (d), and (g) of Paragraph (1) of Subsection D were removed. ○ under Paragraph (1) of Subsection D, added, “analyzing the civil rights era in New Mexico using multiple perspectives.” ○ of the proposed rulemaking, Subparagraphs (e) and (f) of Paragraph (2); Subparagraph (a) of Paragraph (3); Subparagraphs (a) and (d) of Paragraph (4); and Subparagraphs (d) and (f) of Paragraph (5) of Subsection D were removed. ○ under Paragraph (3) of Subsection D, added, “examining the development of the first atomic bomb and the dawn of the nuclear age born in New Mexico.” • Updated the fifth strand, “ethnic, cultural, and identity standards” to read as “ethnic, cultural, and identity studies,” as keeping “standards” would be redundant. • Other minor changes in this section were made to reduce wordiness, add clarity, and improve the readability of standards. |
| 6.29.11.21 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL UNITED STATES HISTORY | <ul style="list-style-type: none"> • Added a subsection, with 11 subparagraphs, or performance standards, to require students to demonstrate an understanding of geography within a given context, in relation to United States history. • For clarification purposes: <ul style="list-style-type: none"> ○ of the proposed rulemaking, Subparagraphs (a), (b), (c), (d), (e), (g), (k), (l), (o), (q), (r), (t), (v), (w), (gg), (hh), and (ii) of Paragraph (1) of Subsection B were removed, and nine subparagraphs were inserted. ○ of the proposed rulemaking, Subparagraphs (a) through (m) of Paragraph (2) of Subsection B were removed, and five subparagraphs were inserted. ○ of the proposed rulemaking, Subparagraphs (a) through (k), (r), (w), (bb) through (hh), (kk), (mm), and (nn) of Paragraph (3) of Subsection B were removed, and twelve subparagraphs were inserted. ○ of the proposed rulemaking, Subparagraphs (a) through (g), (m), (n), (p), and (u) of Paragraph (4) of Subsection B were removed, and five subparagraphs were inserted. ○ under Subsection C, three paragraphs and sixteen subparagraphs were added for ethnic, cultural, and identity studies • Where appropriate, added time periods to subparagraphs (i.e. performance standards) to clarify the context. • In Paragraph (3) of Subsection B, replaced “Native peoples” with “indigenous people,” for consistency. • Updated the fifth strand, “ethnic, cultural, and identity standards” to read as “ethnic, cultural, and identity studies,” as keeping “standards” would be redundant. • Other minor changes in this section were made to reduce wordiness, add clarity, and improve the readability of standards. |
| 6.29.11.22 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL WORLD HISTORY | <ul style="list-style-type: none"> • Minor changes in this section were made to reduce wordiness, add clarity, and improve the readability of standards. |

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6.29.11.23
ANCHOR STANDARDS
AND PERFORMANCE
STANDARDS FOR HIGH
SCHOOL ETHNIC,
CULTURAL, AND
IDENTITY STANDARDS

- Minor changes in this section were made to reduce wordiness, add clarity, and improve the readability of standards.

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Public Comment Period: September 29 – November 12, 2021

The New Mexico Public Education Department (PED) received 1,446 public comments for 6.29.11 NMAC, Social Studies. All substantive comments have been summarized below. Comments that are not substantive in nature or fall outside the scope of the rule have not been included.

| Public Comment Period | |
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| Summary of Comments | PED Response |
| PED received requests for additional time to review the proposed standards, most of which asked for the public comment period to be extended to July 2022. | <p>PED extended the public comment period and the time scheduled for public comment during the administrative rule hearing.</p> <ul style="list-style-type: none"> • PED extended the public comment period to 45 days, beyond the required minimum of 30 days. • PED extended the administrative rule hearing from the usual two hours, to over five hours, to ensure all stakeholders wishing to speak had the opportunity. <p>PED also extended its deadline to adopt the rule to allow for careful review and consideration of 1,446 comments – 1,337 written comments, totaling 2,909 pages, and 109 oral comments.</p> |

| Standards Written as Assignments | |
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| Summary of Comment | PED Response |
| Public comment noted some of the standards were written like lesson plans or assignments, instead of standards. | <p>The social studies revisions team, hereinafter the revisions team, revisited the <u>proposed standards</u> to check for this issue and made changes where appropriate. While standards are broad goals that articulate what students should know, understand, and be able to do by a given time – such as the end of a school year – curriculum is an organized, day to day plan of instruction, designed at the local level, to help students meet the standards. Examples of changes the revisions team made include removing language like, “draw diagrams,” “make models,” “use graphic organizers to illustrate,” and “describe.”</p> |

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| Support and Resources for Implementation of the Standards | |
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| Summary of Comment | PED Response |
| Public comment included concern whether PED would provide educators the support and resources they need to teach the standards. | <p>Social studies educators will receive a suite of supports, including the New Mexico Instructional Scope and professional learning, to help them implement the standards, including support in creating assignments. The New Mexico Instructional Scope clarifies how to interpret, teach, and assess the standards in a way that reinforces the intent of the standards within the context of New Mexico.</p> <p>PED will create a suite of supports to accompany the rollout of the new standards, including a host of professional development modules. To allow time for professional development, the standards will not be implemented until the first semester of the 2023-2024 school year.</p> |

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| Neutrality of Standards | |
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| Summary of Comment | PED Response |
| Public comment included concern that the proposed standards were divisive, biased, or negative, noting or suggesting the existing standards should be left alone or that the proposed standards should focus “on the basics.” | <p>The existing social studies standards in New Mexico were last revised in 2009. While the existing standards have strengths and cover a wide range of topics, they do not address the increasingly diverse perspectives and histories of the people of New Mexico.</p> <p>Still, the revisions team revised and made changes to numerous performance standards to ensure language was more balanced.</p> <p>Additionally, PED conducted an open and transparent process by engaging stakeholders - comprising educators, business leaders, higher education representatives, and parents – in the development of the standards. PED and stakeholders followed <u>eight guiding principles</u> that support the development of a strong historical consciousness, representative of many perspectives, allowing students to maintain their own while learning about others. The goal for updating the standards was not to be divisive, but to use current evidence-based practices, research, and data to create a culturally responsive set of social studies standards that focus on the knowledge, skills, and dispositions critical to ensure all students in New Mexico are college, career, and civic ready.</p> |

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| Content and Number of Standards | |
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| Summary of Comment | PED Response |
| Public comment included requests for the addition of content, most of which included suggestions for specific historical events. | Much of the content suggested will be included in the New Mexico Instructional Scope or be used as sample concepts and content. The New Mexico Instructional Scope clarifies how to interpret, teach, and assess the standards in a way that reinforces the intent of the standards within the context of New Mexico. |
| Public comment included concern over the number of proposed standards, suggesting there are too many. | As part of its careful review and consideration of comments, the revisions team condensed and removed standards. Some standards were condensed by reducing redundancies or combining standards, where appropriate. Some standards were moved to the New Mexico Instructional Scope. |

| Developmental Appropriateness | |
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| Summary of Comment | PED Response |
| Public comment included concern that the proposed standards were not developmentally appropriate. | <p>PED and the revisions team reviewed all standards and made changes, where appropriate, to ensure they are developmentally appropriate. For example, the revisions team added “with prompting and support,” to standards for students in kindergarten through third grade.</p> <p>Additionally, social studies educators will receive a suite of supports, including the New Mexico Instructional Scope and professional learning, to help them implement the standards, including support in creating assignments, and to ensure educators have what they need to support their students. The New Mexico Instructional Scope clarifies how to interpret, teach, and assess the standards in a way that reinforces the intent of the standards within the context of New Mexico.</p> |

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| Ethnic, Cultural, and Identity Standards | |
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| Summary of Comment | PED Response |
| Public comment included concern for the inclusion of the topic of “identity.” | <p>PED and stakeholders followed <u>eight guiding principles</u> that support the development of a strong historical consciousness, representative of many perspectives, allowing students to maintain their own cultural integrity while learning about others.</p> <p>In its careful review and consideration of comments, the revisions team determined the concept of identity is grounded in the guiding principles and focuses on empowering students to understand their identity, history, culture, and region by incorporating a community-based approach, while preparing students to be part of a global environment.</p> |

| Critical Race Theory | |
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| Summary of Comment | PED Response |
| Public comment included concern that the standards embody critical race theory. | <p>Critical race theory is a theory in academia used to analyze major systems in society. At its core, critical race theory contends that race is a social construct and racism has impacted policies, systems, and structure much as it has individuals. Critical race theory is suited for graduate school-level discussions, and is not contained in the standards PED is updating.</p> <p>Critical race theory is not the same as historically accurate standards or culturally and linguistically relevant instruction.</p> |

| Personal Finance | |
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| Summary of Comment | PED Response |
| Public comment included requests to include financial literacy, a majority of which requested PED include Think New Mexico’s proposed standards for personal finance education. | The revisions team added Personal Financial Literacy as an anchor standard and added 33 personal financial literacy performance standards throughout all grade levels. Of the 33 personal financial literacy performance standards, 25 were proposed by Think New Mexico. |

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| Language of Standards | |
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| Summary of Comment | PED Response |
| Public comment included suggestions that the standards be available in Spanish. | PED will work with the department's Language and Culture Bureau to translate the standards into Spanish. |