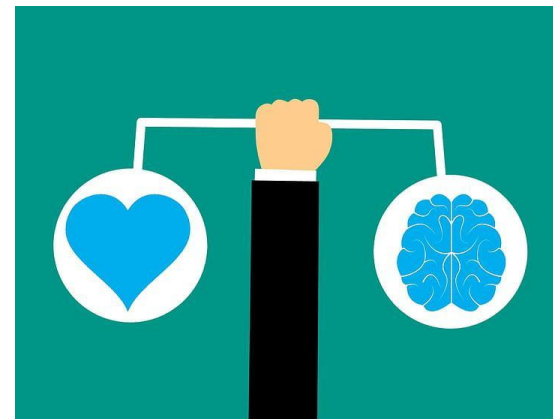


Bell Work: Self-Assessment Bar Graph

How familiar are you with the New Mexico Social Studies Standards (NMSSS)?

Place a sticky note next to the number that matches your level of familiarity.

- 1 - I am aware of the NMSSS but have not read them.
- 3 - I am familiar with the NMSSS but would like to learn more.
- 5 - I could teach a class about the NMSSS.



Community Norms



- Assume good intentions
- Link and connect ideas
- Invite all perspectives
- Recognize and suspend assumptions

Learning Targets

- Review the New Mexico Social Studies Standards (NMSSS)
 - Development: Timeline and Process
- Ethnic, Cultural, and Identity Studies Standards
- NMSU 2020 Research
 - NMSU Lesson Development
 - NMSU Lessons: Exploration
- NMSU/NMPED PD Collaboration
- Discussion

Self-Assessment Analysis & Differentiation

Analyze data on Self-assessment bar graph

High degree of familiarity:

1. Engage in short review of the standards
2. Move to NMSU lessons

Low degree of familiarity:

1. Engage in a deeper explanation
2. Discussion
3. Move to NMSU lessons



NM SOCIAL STUDIES STANDARDS

All students. All voices.

2009
NMSSS
last
revised

2021 Guiding principles
established, standards written
and developed through the NM
Administrative Code rule process

2/2022 Final Rule
Submitted

2022-23
Professional
learning support
opportunities,
instructional
materials review

2023-2024 Full
implementation,
support adjusted
based on feedback

2024-2025
Professional
learning,
teacher support
& arts
integration



Strands & Anchor Standards

NMSSS

Civics	Economics/Personal Financial Literacy	Geography	History	Ethnic, Cultural, and Identity Studies	Inquiry	
Anchor Standard 1 Civic And Political Institutions	Anchor Standard 5 Economic Decisions Making	Anchor Standard 11 Geogrphic Representations and Reasoning	Anchor Standard 15 Historical Change, Continuity, Context, and Reconciliation	Anchor Standard 20 Diversity and Identity	Anchor Standard 23 Construct Compelling and Supporting Questions	
Anchor Standard 2 Processes, Rules, and Laws	Anchor Standard 6 Incentives and Choices	Anchor Standard 12 Location, Pleace, and Region	Anchor Standard 16 Cause and Consequence	Anchor Standard 21 Identity in History	Anchor Standard 24 Gather and Evaluate Sources	
Anchor Standard 3 Civic Dispositions and Democratic Principles	Anchor Standard 7 Economic Systems and Models	Anchor Standard 13 Movement, Population, and Systems	Anchor Standard 17 Historical Thinking	Anchor Standard 22 Community Equity Building	Anchor Standard 25 Develop Claims	
	Anchor Standard 8 Money and Markets		Anchor Standard 14 Human-Environmental Interactions and Sustainability		Anchor Standard 18 Critical Consciousness and Perspectives	Anchor Standard 26 Communicate and Critique Conclusions
	Anchor Standard 9 Global Economy		Anchor Standard 19 Power Dynamics, Leadership, and Agency		Anchor Standard 27 Take Informed Action	
Anchor Standard 4 Roles and Responsibilities of a Civic Life	Anchor Standard 10 Personal Financial Literacy					

What the ECI Standards Are

For Teachers:

- An opportunity to build relationships with students.
- An opportunity to develop community-based, high-engagement lessons.
- An opportunity to create a safe learning environment.

For Students:

- An opportunity to learn more about their own communities and those of their classmates
- An opportunity to build agency over their own lives and take pride in their identities.
- An opportunity to examine connections between historical people & events and present people & conditions.



Shawniyah Showalter
12th, Cuba High School



Kiara Aragon, RRPS

What Are the ECI Standards?

Organized by strand and by grade:

K.13. Sequence important events in their life.

K.14. Identify how individuals are similar and different.

4.25. Participate in inquiry of other people's lives and experiences while demonstrating respect and empathy for others.

6.19. Identify how differences and similarities between diverse groups impact perspectives.

7.72. Identify how stereotyping influences social perspectives about members of a group.

9-12 ECI.20 Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.

Ethnic, Cultural, and
Identity Studies

Anchor Standard 20
Diversity and Identity

Anchor Standard 21
Identity in History

Anchor Standard 22
Community Equity
Building

What the ECI Standards Are NOT

A reason for anyone to feel guilty.

No one alive today is responsible for the choices and events of the past.

A reason for anyone to feel hopeless.

Stories of agency in the face of civic obstacles and of joy build character and model future journeys and successes.

A reason for anyone to feel limited.

Knowledge is power: Students analyze the people, events, behaviors, and choices of historical eras and think critically about the connections between the past and the present.

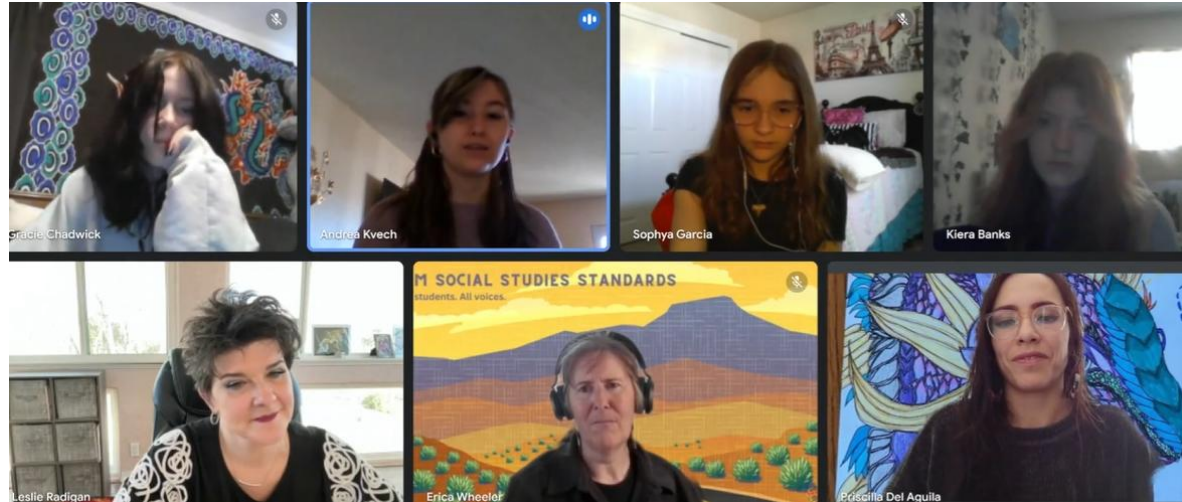
Student & Teacher Testimonials

Student Voices

Teacher Testimonial

Note: **RACE** writing means

Restate, Answer, Cite, Explain



NMSU/NMPED PD Collaboration

This PD and BEST Instructional Materials funded by the W.K. Kellogg Foundation:

Implementation & Action: Understanding the ECI for your Community

- 2-day, hybrid workshop on July 10-11, 2023 in Las Cruces.
- 90 in-person attendees & 40 virtual attendees
- ECI standards, translanguageing, ECI activities, BEST Instructional Materials

[Walk in My Shoes Lesson Plan](#)

[Folder of Teacher-created Lesson](#)

Addressing Martinez/Yazzie with Homegrown Educational Tools

NMSU PARTNERING WITH NMPED

Dulcinea Lara, Ph.D.

College of Health, Education, and Social
Transformation

Borderlands and Ethnic Studies Department-
Research Center



BE BOLD. Shape the Future.®
New Mexico State University



Timeline of events

2018 Martinez/Yazzie legal ruling

2020 NMPED support to study “gaps” in curriculum

2022 NMPED revised Social Studies Standards

2022 NMSU-BEST Showcase of new Social Studies Units/Lessons

2023 Development of BEST Research Center (capacity)

2024 Units/Lessons translated into Spanish

2025 Piloting educational tools at NMSU, Southern New Mexico schools

2020 Study

SOUTHERN NEW MEXICO TEACHERS' PERSPECTIVES ON CULTURALLY RELEVANT EDUCATION

-NMSU team visited with 12 middle and high school social studies teachers from across the southern part of the state

-large group and small group discussions over zoom

-experience ranged from 2-30 years in the classroom

Findings:

- Level of seriousness given to SS “low”
- Lack of historical materials written from multiple perspectives
- Inconsistent access to high quality teaching tools (across schools)
- Lack of tangible support, materials, PD to enact equity in the classroom

Develop new materials

Traveling museum exhibition, *Pasos Ajenos*

Educational short documentaries

Classroom kits, “Think Inside the Box”

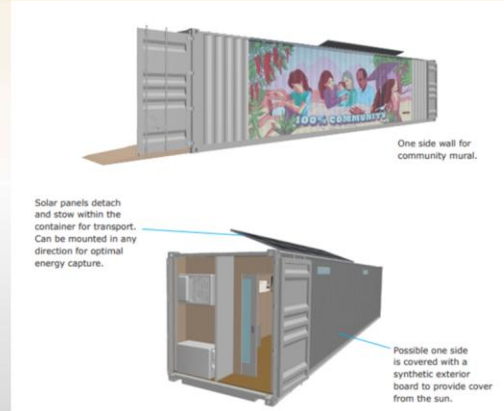
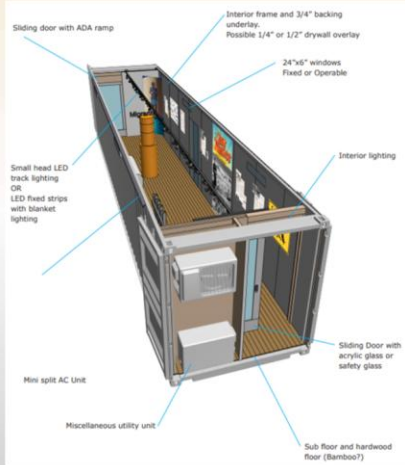
Professional Development for CLR educational tools

Units and Lessons about Southern NM history

Mobile curriculum, “Think Inside the Box”

Mobile Curriculum: Think Inside the Box

Think Inside the Box



Dulcinea Lara & Team



HEAL (Healing Education And Learning) New Mexico

Free and accessible repository of tools

Responds to empirical data that demonstrate efficacy

Piloting materials in classrooms

Positive responses from teachers and students

Addressing Martinez/Yazzie and supporting K-12

[HEAL Borderlands NM](#)

[HEAL Borderlands NM](#)



Contact Information

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Q&A

How does this resonate with you and your school district and community?

What stands out about what you just heard?



Koyanna Duenas, Belen HS

