

# Social Studies Standards

## Grades K-4

<b>STRAND : History</b>	
<b>Content Standard I: 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, United States, and world history in order to understand the complexity of the human experience.</b>	
<b>K-4 Benchmark I-A—New Mexico:</b> Describe how contemporary and historical people and events have influenced New Mexico communities and regions.	
Grade	Performance Standards
K	1. Identify the customs, celebrations, and holidays of various cultures in New Mexico.
1	1. Identify common attributes of people living in New Mexico today.
2	1. Describe how historical people, groups, and events have influenced the local community.
3	1. Describe how the lives and contributions of people of New Mexico influenced local communities and regions.
4	1. Identify important issues, events, and individuals from New Mexico pre-history to the present. 2. Describe the role of contemporary figures and how their contributions and perspectives are creating impact in New Mexico.
<b>K-4 Benchmark I-B—United States:</b> Understand connections among historical events, people, and symbols significant to United States history and cultures.	
Grade	Performance Standards
K	1. Demonstrate an awareness of community leaders.
1	1. Identify the significance of United States historical events and symbols (e.g., Martin Luther King, Jr. Day, Memorial Day, Independence Day, Labor Day, Veterans Day, United States flag, bald eagle). 2. Identify and recognize major political and social figures in the United States.
2	1. Describe the cultural diversity of individuals and groups and their contributions to United States history (e.g., George Washington, Ben Franklin, César Chávez, Rosa Parks, National Association for Advancement of Colored People [NAACP], tribal leaders, American Indian Movement [AIM]).
3	1. Describe local events and their connections to state history.
4	1. Describe local events and their connections and relationships to national history.
<b>K-4 Benchmark I-C—World:</b> Students will identify and describe similar historical characteristics of the United States and its neighboring countries.	
Grade	Performance Standards
K	1. Identify the local, state, and national symbols (e.g., flag, bird, song).
1	1. Identify and compare celebrations and events from the United States, Mexico, and Canada.
2	1. Describe and compare similarities of the history of peoples in North America through literature (e.g., story-telling, fables, folktales, fairy tales).
3	1. Identify and compare components that create a community in the United States and its neighboring countries.
4	1. Explain how historical events, people, and culture influence present day Canada, Mexico, and the United States (e.g., food, art, shelter, language).
<b>K-4 Benchmark I-D—Skills:</b> Understand time passage and chronology.	
Grade	Performance Standards

<b>K</b>	1. Understand the concept of past and present.
1	1. Demonstrate the use of timelines in order to show events in relation to one another.
2	1. Correctly sequence historical events.
3	1. Interpret information from multiple resources and contexts to determine chronological relationships.
4	1. Describe and explain how historians and archaeologists provide information about people in different time periods.

## **STRAND : Geography**

**Content Standard II: 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.**

**K-4 Benchmark II-A: Understand the concept of location by using and constructing maps, globes, and other geographic tools to identify and derive information about people, places, and environments.**

Grade	Performance Standards
K	<ol style="list-style-type: none"> <li>1. Define relative location of items in the physical environment in terms of over, under, near, far, up, and down.</li> <li>2. Define personal direction of front, back, left, and right.</li> </ol>
1	<ol style="list-style-type: none"> <li>1. Understand maps and globes as representations of places and phenomena.</li> <li>2. Identify and use the four cardinal directions to locate places in community, state, and tribal districts.</li> <li>3. Create, use, and describe simple maps to identify locations within familiar places (e.g., classroom, school, community, state).</li> </ol>
2	<ol style="list-style-type: none"> <li>1. Use a variety of maps to locate specific places and regions.</li> <li>2. Identify major landforms, bodies of water, and other places of significance in selected countries, continents, and oceans.</li> </ol>
3	<ol style="list-style-type: none"> <li>1. Identify and use the mapping tools of scale, compass rose, grid, symbols and mental mapping to locate and draw places on maps and globes;</li> </ol>
4	<ol style="list-style-type: none"> <li>1. apply geographic tools of title, grid system, legends, symbols, scale and compass rose to construct and interpret maps;</li> <li>2. translate geographic information into a variety of formats such as graphs, maps, diagrams and charts;</li> <li>3. draw conclusions and make generalizations from geographic information and inquiry;</li> </ol>

**K-4 Benchmark II-B: Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change.**

Grade	Performance Standards
K	<ol style="list-style-type: none"> <li>1. Identify natural characteristics of places (e.g., climate, topography).</li> </ol>
1	<ol style="list-style-type: none"> <li>1. Identify and classify characteristics of places as human or natural.</li> <li>2. Identify how traditional tribal and local folklore attempt to explain weather, characteristics of places, and human origins and relationships.</li> </ol>
2	<ol style="list-style-type: none"> <li>1. Describe how climate, natural resources, and natural hazards affect activities and settlement patterns.</li> <li>2. Explain how people depend on the environment and its resources to satisfy their basic needs.</li> </ol>
3	<ol style="list-style-type: none"> <li>1. Describe how human and natural processes can sometimes work together to shape the appearance of places (e.g., post-fire reforestation).</li> <li>2. Explore examples of environmental and social changes in various regions.</li> </ol>
4	<ol style="list-style-type: none"> <li>1. Identify a region as an area with unifying characteristics (e.g., human, weather, agriculture, industry, natural characteristics).</li> <li>2. Describe the regions of New Mexico, the United States, and the Western Hemisphere.</li> <li>3. Identify ways in which different individuals and groups of people view and relate to places and regions.</li> </ol>

**K-4 Benchmark II-C: Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present.**

Grade	Performance Standards
K	<ol style="list-style-type: none"> <li>1. Identify family customs and traditions and explain their importance.</li> </ol>

	2. Describe the natural characteristics of places (e.g., landforms, bodies of water, natural resources, and weather).
1	1. Identify examples of and uses for natural resources in the community, state, and nation. 2. Describe the human characteristics of places such as housing types and professions.
2	1. Identify ways in which people depend on natural and man-made environments including natural resources to meet basic needs.
3	1. Identify personal behaviors that can affect community planning. 2. Identify ways in which people have modified their environments (e.g., building roads, clearing land for development, mining, and constructing towns and cities). 3. Describe the consequences of human modification of the natural environment (e.g., use of irrigation to improve crop yields, highways).
4	1. Explain how geographic factors have influenced people, including settlement patterns and population distribution in New Mexico, past and present. 2. Describe how environments, both natural and man-made, have influenced people and events over time, and describe how places change. 3. Understand how visual data (e.g., maps, graphs, diagrams, tables, charts) organizes and presents geographic information.

**K-4 Benchmark II-D:** Understand how physical processes shape the Earth’s surface patterns and biosystems.

Grade	Performance Standards
K	1. Describe the Earth’s physical characteristics.
1	1. Describe the Earth-Sun relationship and how it affects living conditions on Earth.
2	1. Describe the physical processes that affect the Earth’s features (e.g., weather, erosion). 2. Identify characteristics of physical systems (e.g., water cycle).
3	1. Identify the components of the Earth’s biosystems and their makeup (e.g., air, land, water, plants, and animals). 2. Describe how physical processes shape features on the Earth’s surface.
4	1. Explain how the Earth-Sun relationships produce day and night, seasons, major climatic variations, and cause the need for time zones. 2. Describe the four provinces (plains, mountains, plateau, and basin and range) that make up New Mexico’s land surface (geographic conditions).

**K-4 Benchmark II-E:** Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.

Grade	Performance Standards
K	1. Identify classroom population.
1	1. Identify characteristics of culture (e.g., language, customs, religion, shelter).
2	1. Describe how characteristics of culture affect behaviors and lifestyles.
3	1. Describe how patterns of culture vary geographically. 2. Describe how transportation and communication networks are used in daily life. 3. Describe how cooperation and conflict affect neighborhoods and communities.
4	1. Describe how cultures change. 2. Describe how geographic factors influence the location and distribution of economic activities. 3. Describe types and patterns of settlements. 4. Identify the causes of human migration. 5. Describe how and why people create boundaries and describe types of boundaries.

**K-4 Benchmark II-F:** Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.

Grade	Performance Standards
K	1. Identify natural resources.
1	1. Describe the role of resources in daily life.

	2. Describe ways that humans depend upon, adapt to, and affect the physical environment.
2	1. Describe ways that people and groups can conserve and replenish natural resources.
3	1. Identify the characteristics of renewable and nonrenewable resources.
4	1. Identify the distributions of natural and man-made resources in New Mexico, the Southwest, and the United States.

**Strand: Civics and Government**

**Content Standard III: 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.**

**K-4 Benchmark III-A: Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.**

Grade	Performance Standards
K	1. Identify authority figures and describe their roles (e.g., parents, teachers, principal, superintendent, police, public officials).
1	1. Understand the purpose of rules and identify examples of rules and the consequences of breaking them. 2. Describe different groups and rules that apply to them (e.g., families, classrooms, communities).
2	1. Understand the purposes of government. 2. Describe and compare class rules made by direct democracy (entire class votes on the rules) and by representative democracy (class elects a smaller group to make the rules).
3	1. Explain the basic structure and functions of local governments. 2. Describe and give examples of “public good.” 3. Explain how New Mexico helps to form a nation with other states.
4	1. Explain how the organization of New Mexico’s government changed during its early history. 2. Compare how the State of New Mexico serves national interests and the interests of New Mexicans. 3. Explain the difference between making laws, carrying out the laws, and determining if the laws have been broken, and identify the government bodies that perform these functions at the local, state, tribal, and national levels.

**K-4 Benchmark III-B: Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time.**

Grade	Performance Standards
K	1. Recognize and name symbols and activities of the United States, New Mexico, and tribes, to include: a. United States symbols to include the flag, bald eagle, monuments b. New Mexico symbols to include the flag, Smokey Bear, State Bird, chili c. tribal symbols and activities to include Feast Days, pottery, arts, storytelling. 2. Recognize patriotic activities including The Pledge of Allegiance, The Star Spangled Banner, salute to the New Mexico flag, and New Mexico state songs.
1	1. Identify the President of the United States and the Governor of New Mexico. 2. Describe how local, state, tribal and national leaders exemplify the ideals of the communities they represent.
2	1. Identify local governing officials and explain how their roles reflect their community.
3	1. Explain how symbols, songs, icons, and traditions combine to reflect various cultures over time.
4	1. Describe various cultures and the communities they represent, and explain how they have evolved over time.

**K-4 Benchmark III-C: Become familiar with the basic purposes of government in New Mexico and the United States.**

Grade	Performance Standards
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K	1. Describe and provide examples of fairness.
1	1. Describe different ways to determine a decision (e.g., majority rule, consensus, authoritarian [parent, teacher, principal]).
2	1. Describe the concept of “public good” and identify local examples of systems that support the “public good.”
3	1. Describe how the majority protects the rights of the minority. 2. Explain how rules/laws are made and compare different processes used by local, state, tribal, and national governments to determine rules/laws.
4	1. Compare and contrast how the various governments have applied rules/laws, majority rule, “public good,” and protections of the minority in different periods of New Mexico’s history.
<b>K-4 Benchmark III- D: Understand rights and responsibilities of “good citizenship” as members of a family, school and community.</b>	
Grade	Performance Standards
K	1. Describe what is meant by citizenship. 2. Explain what is meant by “good citizenship,” to include: a. taking turns and sharing b. taking responsibility for own actions, assignments, and personal belongings within the classroom and respecting the property of others.
1	1. Identify examples of honesty, courage, fairness, loyalty, patriotism, and other character traits seen in American history. 2. Explain and apply “good citizenship” traits within the school and community using the elements of fair play, good sportsmanship, the idea of treating others the way you want to be treated, and being trustworthy.
2	1. Understand characteristics of “good citizenship” as exemplified by historic and ordinary people. 2. Explain the responsibilities of being a member of various groups (e.g. family, school, community).
3	1. Explain the significance of participation and cooperation in a classroom and community. 2. Understands the impact of individual and group decisions on communities in a democratic society. 3. Explain the significance and process of voting.
4	1. Explain the difference between rights and responsibilities, why we have rules and laws, and the role of citizenship in promoting them. 2. Examine issues of human rights.

## Strand: Economics

### Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.

**K-4 Benchmark IV-A:** Understand that individuals, households, businesses, governments, and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives (both economic and intrinsic).

Grade	Performance Standards
K	1. Understand that basic human needs are met in many ways.
1	1. Understand how resources are limited and varied in meeting human needs. 2. Define and differentiate between needs and wants.
2	1. Identify economic decisions made by individuals and households and explain how resources are distributed.
3	1. Explain that people want more goods and services than is possible to produce. 2. Define and categorize resources (e.g., human, financial, natural). 3. Identify a variety of products that use similar resources.
4	1. Understand when choices are made that those choices impose “opportunity costs.” 2. Describe different economic, public, and/or community incentives (wages, business profits, amenities rights for property owners and renters). 3. Illustrate how resources can be used in alternative ways and, sometimes, allocated to different users.

	<ol style="list-style-type: none"> <li>4. Explain why there may be unequal distribution of resources (e.g., among people, communities, states, nations).</li> <li>5. Understand and explain how conflict may arise between private and public incentives (e.g., new parks, parking structures).</li> </ol>
<b>K-4 Benchmark IV-B: Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.</b>	
Grade	Performance Standards
K	<ol style="list-style-type: none"> <li>1. Understand the concept of product (something produced by human, mechanical, or natural process).</li> <li>2. Understand the importance of jobs.</li> </ol>
1	<ol style="list-style-type: none"> <li>1. Understand the concept of goods and services.</li> <li>2. Understand the condition of not being able to have all of the goods and services one wants.</li> <li>3. Understand the value of work.</li> </ol>
2	<ol style="list-style-type: none"> <li>1. Understand the roles of producers and consumers in the production of goods and services.</li> <li>2. Explain the role of the worker in the local economy.</li> </ol>
3	<ol style="list-style-type: none"> <li>1. Recognize that a market system exists whenever buyers and sellers exchange goods and services.</li> <li>2. Understand how businesses operate in the United States' free enterprise system.</li> <li>3. Identify examples of economic systems.</li> </ol>
4	<ol style="list-style-type: none"> <li>1. Understand how the characteristics and benefits of the free enterprise system in New Mexico compares to other economic systems in New Mexico (e.g., acequia systems).</li> <li>2. Explain that government raises money by taxing and borrowing to pay for the goods and services it provides.</li> </ol>
<b>K-4 Benchmark IV-C: Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.</b>	
Grade	Performance Standards
K	<ol style="list-style-type: none"> <li>1. Describe trade (e.g., buying and selling, bartering, simple exchange).</li> </ol>
1	<ol style="list-style-type: none"> <li>1. Define the simplest form of exchange (the barter system being the direct trading of goods and services between people).</li> </ol>
2	<ol style="list-style-type: none"> <li>1. Understand that money is the generally accepted medium of exchange in most societies, and that different countries use different currencies.</li> </ol>
3	<ol style="list-style-type: none"> <li>1. Understand the purposes of spending and saving money.</li> <li>2. Identify currency, credit, debit, and checks as the basic mediums of exchange in Western society.</li> </ol>
4	<ol style="list-style-type: none"> <li>1. Identify patterns of work and economic activity in New Mexico and their sustainability over time (e.g., farming, ranching, mining, retail, transportation, manufacturing, tourism, high tech).</li> <li>2. Explain how New Mexico, the United States, and other parts of the world are economically interdependent.</li> <li>3. Explain that banks handle currency and other forms of money and serve as intermediaries between savers and borrowers.</li> <li>4. Explain that money can be used to express the "market value" of goods and services in the form of prices.</li> <li>5. Use data to explain an economic pattern.</li> </ol>