



3rd - 5th Grade
Parent and Family Guide
for Social Studies



3rd - 5th Grade Parent and Family Guide for Social Studies

Overview

Purpose

The Parent and Family Guide for Social Studies is meant to help parents and families become familiar with the purpose of academic standards, provide information about the key ideas and skills teachers will introduce in social studies, and help you support your child at home in their own learning. It is also intended to help parents and families understand how they can work with schools and teachers to support the learning of their child. We know when teachers and families work together, students are more likely to be successful in the school setting and be set up for success throughout their school experience. A partnership that respects cultures, traditions, languages, values, and beliefs helps foster a barrier-free school community where every student experiences a sense of belonging.

Each guide includes the following at each grade level:

- Examples of what your child may be doing at school
- How to help your child at home
- Questions you can ask your child
- Questions you can ask your child's teacher

Why Are Academic Standards Important?

Academic standards outline what students should know and be able to do in a given content area. They are critical for the success of all students and help ensure that all students, no matter where they live or what school they attend, have the necessary academic skills for success in college, career, and civic life. They provide consistent expectations for students across the state. However, state standards are not curriculum. Curricular decisions are made at the local level by local school districts or charter schools and teachers.

About the Social Studies Standards

The social studies standards include six strands: (1) civics; (2) economics/personal financial literacy; (3) geography; (4) history; (5) ethnic, cultural, and identity studies; and (6) inquiry. The strands are organized by anchor standard. Anchor standards are the core ideas at the heart of a discipline to be implemented across a K–12 social studies program. Anchor standards remain the same through all grades and courses. Each set of grade-level standards begins with a set of inquiry standards. The inquiry standards define key skills within social studies. These standards are meant to be used in concert with the content standards throughout the grade level/course.

Both the inquiry and ethnic, cultural, and identity strands are new to the social studies standards, however, they are both core components of quality social studies instruction. Social studies is the study of people and society. The inclusion of ECI supports a richer study of the impact of individuals and groups and why their contributions matter, whereas the addition of an inquiry strand represents the key social studies skills students need in order to effectively learn and process the rich content within the discipline.

K-12 Anchor Standards

Civics	Economics/ Personal Financial Literacy	Geography	History	Ethnic, Cultural, and Identity Studies	Inquiry
Anchor 1 Civic and Political Institutions	Anchor Standard 5 Economic Decision Making	Anchor Standard 11 Geographic 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 2 Processes, Rules, and Laws	Anchor Standard 6 Incentives and Choices	Anchor Standard 12 Location, Place, and Region	Anchor Standard 16 Cause and Consequence	Anchor Standard 21 Identity in History	Anchor Standard 24 Gather and Evaluate Sources
Anchor 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 18 Critical Consciousness and Perspectives		Anchor Standard 26 Communicate and Critique Conclusions
Anchor 4 Roles and Responsibilities in a Civic Life	Anchor Standard 9 Global Economy	Anchor Standard 14 Human- Environmental Interactions and Sustainability	Anchor Standard 19 Power Dynamics, Leadership, and Agency		Anchor Standard 27 Take Informed Action

What the NMPED Is Doing to Support the Standards

Implementation of new standards is a process. The NMPED is providing a suite of tools and resources in order to support teachers in using the standards. First, several professional development modules will be available to support teachers throughout the next few years. These range from modules about the key instructional shifts of the standards to understanding culturally and linguistically responsive instruction. This includes professional learning to help prepare teachers to engage students in discourse about critical issues in the past and present. These skills are important to help prepare students to participate in our pluralistic democracy.

The NMPED Literacy and Humanities Bureau is creating these guides in conjunction with the Community Engagement Bureau in order to ensure the standards are accessible to families in New Mexico so all students can learn at high levels.

Additional Resources

- [New Mexico Social Studies Standards](#)
- [Glossary](#)
- [Frequently Asked Questions](#)
- [New Mexico Parent Guide](#)
- [Community Engagement Website](#)
- Book Lists
 - ◆ [Responsive Reads](#)
 - ◆ [Social Justice Books](#)
 - ◆ [We are Kid Lit Collective](#)
 - ◆ [Diverse Book Finder](#)

3rd Grade

Examples of What Your Child May Be Doing at School:

- Asking questions about how to be an active and responsible citizen in their school and community.
- Identifying reasons why people choose to or are forced to migrate or immigrate.
- Examining how world events have impacted local communities, New Mexico, and the United States.
- Identifying goods and how they are produced in various communities around the world.
- Describing physical and cultural characteristics of world regions.
- Identifying the actions of people who have worked to improve their communities.
- Examining ways people earn a living.

How to Help Your Child at Home:

- Encourage your child to ask questions about what it means to participate in their community and why it is important.
- Read with your child every day. Choose social studies-related books (both fiction and non-fiction) about topics they might be learning about this year such as regions around the world, being a responsible and active citizen, or examining how world or national events impact New Mexico. See book suggestions under the Additional Resources section.
- Examine goods you have in your own home and investigate where they were made.
- Read and learn about regions around the world. Ask your child to think about how they are alike and different from their own community.
- Share how your family and other families earn a living and meet their needs using what they earn.

Questions You Can Ask Your Child:

- Why is it important to be involved in your community? How can you make a difference in the community? What makes up a community?
- How do you think other parts of the world look different than where we live in New Mexico? Why?
- Why do you think people move or are forced to move? How do you think that makes them feel?
- What kinds of jobs do people in the community have? How do they earn a living through their job?

Questions You Can Ask Your Child's Teacher:

- What resources can I use to help my child learn about regions around the world?
- What books can we read to support my child's learning?
- Is my child asking good questions about what they are learning?

4th Grade

Examples of What Your Child May Be Doing at School:

- Generating their own questions about what they are learning.
- Examining rules and laws in New Mexico and how they keep people safe.
- Describing how different groups of people have settled in New Mexico and their contributions to the state.
- Investigating events and the changes in New Mexico during certain time periods.
- Explaining the use of natural resources in the local, county, and state economies.
- Using geographic tools to construct and interpret maps.
- Explaining connections among historical context and people's perspectives at the time.

How to Help Your Child at Home:

- Encourage your child to ask questions. Children are naturally curious about the world and want to ask questions about the world in which they live. Help students figure out how to find answers to those questions.
- Read with your child every day. Choose social studies books (both fiction and non-fiction) about the topics students might be learning about this year such as immigration, rules, laws, and New Mexico history. See book suggestions under the Additional Resources section.
- Visit a local fire station, police station, city hall, etc., and discuss why rules and laws are important for the community.
- Discuss how life in New Mexico is different today than in the past.
- Ask your child to draw a map of their house, the neighborhood, or their town, noting key landmarks.

Questions You Can Ask Your Child:

- Why do you think it is important to have rules and laws at home, in school, and in the community?
- How do you think life in New Mexico was different 50 years ago? 100 years ago? 500 years ago? Why?
- What kinds of natural resources does New Mexico have? How do they help the people of New Mexico?

Questions You Can Ask Your Child's Teacher:

- What resources can I use to help my child learn about New Mexico history?
- What books do you suggest to help support my child in what they are learning?
- Is my child asking good questions about what they are learning?

5th Grade

Examples of What Your Child May Be Doing at School:

- Thinking about how to address civic problems or issues.
- Identifying and explaining the structure and function of the three branches of government.
- Examining the history of the United States from a variety of perspectives.
- Analyzing the causes of the American Revolution and Civil War.
- Examining the role of economic scarcity.
- Demonstrating how the states are organized and the regions of the United States.
- Examining the treatment of groups of people in the past.
- Creating a way to keep track of money spent and saved.
- Thinking about systems of government from tribal nations, local, state, and the United States.

How to Help Your Child at Home:

- Examine problems in the community (trash in city parks, lack of access for people with disabilities, etc.) and discuss how students could help address those issues.
- Read with your child every day. Choose social studies-related books about the history of the United States and the structure and function of the government. See book suggestions under the Additional Resources section.
- Visit local museums, libraries, and cultural institutions to explore New Mexico's role in United States history.
- Study maps of the United States and play games to help students identify the states and regions of the country.
- Discuss the causes and effects of the American Revolution or Civil War and treatment of people impacted by those events.
- Discuss ways to keep track of the money you earn and save.

Questions You Can Ask Your Child:

- Why is it important to take action on issues you see in the community? How can it help people or the environment?
- Why do you think some people or groups of people weren't treated well in the past?
- Why is it important to keep track of the money you earn and save?
- Why is it important to know the states in the United States? How can knowing about the states help you better understand where you live?

Questions You Can Ask Your Child's Teacher:

- What maps can we use and/or games can we play to help my child learn the states and regions of the country?
- What books can we read to support my child's learning about the American Revolution or Civil War?
- Is my child curious about what they are learning?