

# Second Grade Social Studies Standards and Benchmarks

## Standard #1: History

Definition: 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.

<p><u>Benchmark #1-A:</u></p> <p>New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.</p>	<p>Performance Objective 1</p>	<p><input type="checkbox"/> Describe how historical people, groups, and events have influenced the local community.</p>
<p><u>Benchmark #1-B:</u></p> <p>United States: Understand connections among historical events, people, and symbols significant to United States history and cultures.</p>	<p>Performance Objective 1</p>	<p><input type="checkbox"/> Describe the cultural diversity of individuals and groups and their contributions to United States history (e.g., George Washington, Ben Franklin, Cesar Chavez, Rosa Parks, National Association for Advancement of Colored People [NAACP], tribal leaders, American Indian Movement [AIM]).</p>
<p><u>Benchmark #1-C:</u></p> <p>World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries.</p>	<p>Performance Objective 1</p>	<p><input type="checkbox"/> Describe and compare similarities of the history of peoples in North America through literature (e.g., story-telling, fables, folktales, fairy tales).</p>
<p><u>Benchmark #1-D:</u></p> <p>Skills: Understand time passage and chronology.</p>	<p>Performance Objective 1</p>	<p><input type="checkbox"/> Correctly sequence historical events.</p>

**Standard #2: Geography**

Definition: 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.

<u>Benchmark #2-A:</u>  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.	Performance Objective 1	<input type="checkbox"/> Use a variety of maps to locate specific places and regions.
	Performance Objective 2	<input type="checkbox"/> Identify major landforms, bodies of water, and other places of significance in selected countries, continents, and oceans.
<u>Benchmark #2-B:</u>  Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change.	Performance Objective 1	<input type="checkbox"/> Describe how climate, natural resources, and natural hazards affect activities and settlement patterns.
	Performance Objective 2	<input type="checkbox"/> Explain how people depend on the environment and its resources to satisfy their basic needs.
<u>Benchmark #2-C:</u>  Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present.	Performance Objective 1	<input type="checkbox"/> Identify ways in which people depend on natural and man-made environments including natural resources to meet basic needs.
<u>Benchmark #2-D:</u>  Understand how physical processes shape the Earth's surface patterns and biosystems.	Performance Objective 1	<input type="checkbox"/> Describe the physical processes that affect the Earth's features (e.g., weather, erosion).
	Performance Objective 2	<input type="checkbox"/> Identify characteristics of physical systems (e.g., water cycle).
<u>Benchmark #2-E:</u>  Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.	Performance Objective 1	<input type="checkbox"/> Describe how characteristics of culture affect behaviors and lifestyles.
<u>Benchmark #2-F:</u>  Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.	Performance Objective 1	<input type="checkbox"/> Describe ways that people and groups can conserve and replenish natural resources.

**Standard #3: Civics and Government**

Definition: 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.

<u>Benchmark #3-A:</u>  Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.	Performance Objective 1	<input type="checkbox"/> Understand the purposes of government
	Performance Objective 2	<input type="checkbox"/> 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).
<u>Benchmark #3-B:</u>  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.	Performance Objective 1	<input type="checkbox"/> Identify local governing officials and explain how their roles reflect their community.
<u>Benchmark #3-C:</u>  Become familiar with the basic purposes of government in New Mexico and the United States.	Performance Objective 1	<input type="checkbox"/> Describe the concept of “public good” and identify local examples of systems that support the “public good”
<u>Benchmark #3-D:</u>  Understand rights and responsibilities of “good citizenship” as members of a family, school and community.	Performance Objective 1	<input type="checkbox"/> Understand characteristics of “good citizenship” as exemplified by historic and ordinary people.
	Performance Objective 2	<input type="checkbox"/> Explain the responsibilities of being a member of various groups (e.g., family, school, community).

**Standard #4: Economics**

Definition: 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.

<u>Benchmark #4-A:</u>  Understand that individuals, households, businesses, and governments, and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives (both economic and intrinsic).	Performance Objective 1	<input type="checkbox"/> Identify economic decisions made by individuals and households and explain how resources are distributed.
<u>Benchmark #4-B:</u>  Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.	Performance Objective 1	<input type="checkbox"/> Understand the roles of producers and consumers in the production of goods and services.
	Performance Objective 2	<input type="checkbox"/> Explain the role of the worker in the local economy.
<u>Benchmark #4-C:</u>  Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.	Performance Objective 1	<input type="checkbox"/> Understand that money is the generally accepted medium of exchange in most societies, and that different countries use different currencies.