

Fifth Grade Social Studies Standards and Benchmarks

<p>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>		
<p><u>Benchmark #1-A:</u> New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.</p>	Performance Objective 1	<input type="checkbox"/> Describe changes of governance of New Mexico (e.g., indigenous, Spanish, Mexican, French, Texan, United States).
	Performance Objective 2	<input type="checkbox"/> Explain the reasons for European exploration of the Americas.
<p><u>Benchmark #1-B:</u> United States: Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.</p>	Performance Objective 1	<input type="checkbox"/> Explain the motivations for the European exploration of the Americas (e.g., Leif Ericson, Christopher Columbus, John Cabot, Hernán Cortez, Jacques Cartier, Henry Hudson)
	Performance Objective 2	<input type="checkbox"/> Describe and explain the reasons for colonization, to include: <ul style="list-style-type: none"> <input type="checkbox"/> religious freedom <input type="checkbox"/> desire for land <input type="checkbox"/> economic opportunity <input type="checkbox"/> a new way of life, including the role and views of key individuals who founded colonies (e.g., John Smith, William Penn, Lord Baltimore).
	Performance Objective 3	<input type="checkbox"/> Explain the significance of major historical documents (e.g., the Mayflower Compact, the Declaration of Independence, <i>Federalist Papers</i> , United States Constitution, Bill of Rights, the Gettysburg Address).
	Performance Objective 4	<input type="checkbox"/> Identify the interactions between American Indians and European settlers, including agriculture, cultural exchanges, alliances, and conflicts (e.g., the First Thanksgiving, the Pueblo Revolt, French and Indian War).
	Performance Objective 5	<input type="checkbox"/> Describe how the introduction of slavery into the Americas, and especially the United States, laid a foundation for conflict.
	Performance Objective 6	<input type="checkbox"/> Explain early representative government and identify democratic practices that emerged (e.g., Iroquois Nation model, town meetings, assemblies).
<p><u>Benchmark #1-C:</u> World: Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration.</p>	Performance Objective 1	<input type="checkbox"/> Describe the characteristics of early societies, including the development of tools and adaptation to environments.
	Performance Objective 2	<input type="checkbox"/> Identify, describe, and explain the political, religious, economic and social conditions in Europe that led to the Era of Colonization.
	Performance Objective 3	<input type="checkbox"/> Identify the European countries that colonized the North American continent and their areas of settlement.
	Performance Objective 4	<input type="checkbox"/> Describe the development of slavery as a widespread practice that limits human freedoms and potentials.
<p><u>Benchmark #1-D:</u> Skills: Research historical events and people from a variety of perspectives.</p>	Performance Objective 1	<input type="checkbox"/> 1. Differentiate between, locate, and use primary and secondary sources (e.g., computer software, interviews, biographies, oral histories, print, visual material, artifacts) to acquire information.
	Performance Objective 2	<input type="checkbox"/> Use resources for historical information (e.g., libraries, museums, historical societies, courthouse, world wide web, family records, elders).
	Performance Objective 3	<input type="checkbox"/> Gather, organize, and interpret information using a variety of media and technology.
	Performance Objective 4	<input type="checkbox"/> Show the relationship between social contexts and events.

	Performance Objective 5	<input type="checkbox"/> Use effective communication skills and strategies to share research findings.
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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.

<p><u>Benchmark #2-A:</u></p> <p>Analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present, and future in terms of patterns, events, and issues.</p>	Performance Objective 1	<input type="checkbox"/> Make and use different kinds of maps, globes, charts, and databases.
	Performance Objective 2	<input type="checkbox"/> Demonstrate how different areas of the United States are organized and interconnected.
	Performance Objective 3	<input type="checkbox"/> Identify and locate each of the fifty states and capitols of the United States.
	Performance Objective 4	<input type="checkbox"/> Identify tribal territories within states.
	Performance Objective 5	<input type="checkbox"/> Employ fundamental geographic vocabulary (e.g., latitude, longitude, interdependence, accessibility, connections).
	Performance Objective 6	<input type="checkbox"/> Demonstrate a relational understanding of time zones.
	Performance Objective 7	<input type="checkbox"/> Use spatial organization to communicate information
	Performance Objective 8	<input type="checkbox"/> Identify and locate natural and man-made features of local, regional, state, national, and international locales.
<p><u>Benchmark #2-B:</u></p> <p>Explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change.</p>	Performance Objective 1	<input type="checkbox"/> Describe human and natural characteristics of places.
	Performance Objective 2	<input type="checkbox"/> Describe similarities and differences among regions of the globe, and their patterns of change.
<p><u>Benchmark #2-C:</u></p> <p>Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes.</p>	Performance Objective 1	<input type="checkbox"/> Describe how man-made and natural environments have influenced conditions in the past.
	Performance Objective 2	<input type="checkbox"/> Identify and define geographic issues and problems from accounts of current events.
<p><u>Benchmark #2-D:</u></p> <p>Explain how physical processes shape the Earth's surface patterns and biosystems.</p>	Performance Objective 1	<input type="checkbox"/> Explain how the four provinces of New Mexico's land surface (plains, mountains, plateau, and basin and range) support life.
<p><u>Benchmark #2-E:</u></p> <p>Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.</p>	Performance Objective 1	<input type="checkbox"/> Explain how physical features influenced the expansion of the United States.

<p><u>Benchmark #2-F:</u></p> <p>Understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution, and relative importance of resources.</p>	<p>Performance Objective 1</p>	<p><input type="checkbox"/> Understand how resources impact daily life.</p>
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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> Understand the structure, functions, and powers of government (local, state, tribal and national).	Performance Objective 1	<input type="checkbox"/> Explain how the three branches of national government function and understand how they are defined in the United States Constitution.
	Performance Objective 2	<input type="checkbox"/> Identify the fundamental ideals and principles of our republican form of government (e.g., inalienable rights (“life, liberty, and the pursuit of happiness”), the rule of law, justice, equality under the law).
	Performance Objective 3	<input type="checkbox"/> Identify and describe the significance of American symbols, landmarks, and essential documents (e.g., Declaration of Independence; United States Constitution; Bill of Rights; <i>Federalist Papers</i> ; Washington, DC; Liberty Bell; Gettysburg Address; Statute of Liberty; government to government accords; Treaty of Guadalupe Hildago; Gadsden Purchase).
	Performance Objective 4	<input type="checkbox"/> Compare and contrast the basic government sovereignty of local, state, tribal, and national governments.
<u>Benchmark #3-B:</u> Explain the significance of symbols, icons, songs, traditions, and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity.	Performance Objective 1	<input type="checkbox"/> Explain the significance and importance of American customs, symbols, landmarks, and celebrations.
	Performance Objective 2	<input type="checkbox"/> Identify and summarize contributions of various racial, ethnic, and religious groups to national identity.
	Performance Objective 3	<input type="checkbox"/> Describe selected ethnic and religious customs and celebrations that enhance local, state, tribal, and national identities.
<u>Benchmark #3-C:</u> Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government.	Performance Objective 1	<input type="checkbox"/> Describe the narrative of the people and events associated with the development of the United States Constitution and describe its significance to the foundation of the American republic, to include: <ul style="list-style-type: none"> <input type="checkbox"/> colonists’ and Native Americans’ shared sense of individualism, independence, and religious freedom that developed before the Revolution <input type="checkbox"/> Articles of Confederation <input type="checkbox"/> purpose of the Constitutional Convention <input type="checkbox"/> natural rights expressed in the Declaration of Independence
	Performance Objective 2	<input type="checkbox"/> Describe the contributions and roles of major individuals, including George Washington, James Madison, and Benjamin Franklin.
<u>Benchmark #3-D:</u> Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries.	Performance Objective 1	<input type="checkbox"/> Explain the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the constitution of local, state, tribal and federal governments.

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.

<p>Benchmark #4-A:</p> <p>Explain and describe how individuals, households, businesses, governments, and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating.</p>	Performance Objective 1	<input type="checkbox"/> Understand the impact of supply and demand on consumers and producers in a free enterprise system.
	Performance Objective 2	<input type="checkbox"/> Understand the patterns of work and economic activities in New Mexico and the United States (e.g., farming, ranching, oil and gas production, high tech, manufacturing, medicine).
	Performance Objective 3	<input type="checkbox"/> Describe the aspects of trade.
	Performance Objective 4	<input type="checkbox"/> Explain how voluntary trade is not coercive.
<p>Benchmark #4-B:</p> <p>Explain how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services.</p>	Performance Objective 1	<input type="checkbox"/> Explain how all economic systems must consider the following: What will be produced? How will it be produced? For whom will it be produced?
	Performance Objective 2	<input type="checkbox"/> Identify the influence of bordering countries (Canada and Mexico) on United States commerce.
<p>Benchmark #4-C:</p> <p>Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world.</p>	Performance Objective 1	<input type="checkbox"/> Understand basic economic patterns of early societies (e.g., hunter-gathers, early farming, and business).
	Performance Objective 2	<input type="checkbox"/> Understand the economic motivation of exploration and colonization by colonial powers.