

Third 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 the lives and contributions of people of New Mexico influenced local communities and regions.</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 local events and their connections to state history.</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"/> Identify and compare components that create a community in the United States and its neighboring countries.</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"/> Interpret information from multiple resources and contexts to determine chronological relationships.</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.

<p><u>Benchmark #2-A:</u></p> <p>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.</p>	<p>Performance Objective 1</p>	<p><input type="checkbox"/> Identify and use the mapping tools of scale, compass rose, grid, symbols, and mental mapping to locate and draw places on maps and globes.</p>
<p><u>Benchmark #2-B:</u></p> <p>Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change.</p>	<p>Performance Objective 1</p>	<p><input type="checkbox"/> Describe how human and natural processes can sometimes work together to shape the appearance of places (e.g., post-fire reforestation).</p>
	<p>Performance Objective 2</p>	<p><input type="checkbox"/> Explore examples of environmental and social changes in various regions.</p>
<p><u>Benchmark #2-C:</u></p> <p>Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present.</p>	<p>Performance Objective 1</p>	<p><input type="checkbox"/> Identify personal behaviors that can affect community planning.</p>
	<p>Performance Objective 2</p>	<p><input type="checkbox"/> Identify ways in which people have modified their environments (e.g., buildings roads, clearing land for development, mining, and constructing towns and cities).</p>
	<p>Performance Objective 3</p>	<p><input type="checkbox"/> Describe the consequence of human modification of the natural environment (e.g., use of irrigation to improve crop yields, highways).</p>
<p><u>Benchmark #2-D:</u></p> <p>Understand how physical processes shape the Earth's surface patterns and biosystems.</p>	<p>Performance Objective 1</p>	<p><input type="checkbox"/> Identify the components of the Earth's biosystems and their makeup (e.g., air, land, water, plants, and animals).</p>
	<p>Performance Objective 2</p>	<p><input type="checkbox"/> Describe how physical processes shape features on the Earth's surface.</p>
<p><u>Benchmark #2-E:</u></p> <p>Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.</p>	<p>Performance Objective 1</p>	<p><input type="checkbox"/> Describe how patterns of culture vary geographically.</p>
	<p>Performance Objective 2</p>	<p><input type="checkbox"/> Describe how transportation and communication networks are used in daily life.</p>
	<p>Performance Objective 3</p>	<p><input type="checkbox"/> Describe how cooperation and conflict affect neighborhoods and communities.</p>
<p><u>Benchmark #2-F:</u></p> <p>Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.</p>	<p>Performance Objective 1</p>	<p><input type="checkbox"/> Identify the characteristics of renewable and nonrenewable resources.</p>

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"/> Explain the basic structure and functions of local governments.
	Performance Objective 2	<input type="checkbox"/> Describe and give examples of "public good".
	Performance Objective 3	<input type="checkbox"/> Explain how New Mexico helps to form a nation with other states.
<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"/> Explain how symbols, songs, icons, and traditions combine to reflect various cultures over time.
<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 how the majority protects the rights of the minority.
	Performance Objective 2	<input type="checkbox"/> Explain how rules/laws are made and compare different processes used by local, state, tribal, and national governments to determine rules/laws.
<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"/> Explain the significance of participation and cooperation in a classroom and community.
	Performance Objective 2	<input type="checkbox"/> Understands the impact of individual and group decisions on communities in a democratic society.
	Performance Objective 3	<input type="checkbox"/> Explain the significance and process of voting.

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 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"/> Explain that people want more goods and services than is possible to produce.
	Performance Objective 2	<input type="checkbox"/> Define and categorize resources (e.g., human, financial, natural).
	Performance Objective 3	<input type="checkbox"/> Identify a variety of products that use similar resources.
<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"/> Recognize that a market system exists whenever buyers and sellers exchange goods and services.
	Performance Objective 2	<input type="checkbox"/> Understand how businesses operate in the United States' free enterprise system.
	Performance Objective 3	<input type="checkbox"/> Identify examples of economic systems.
<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 the purposes of spending and saving money.
	Performance Objective 2	<input type="checkbox"/> Identify currency, credit, debit, and checks as the basic mediums of exchange in Western Society.