

Fourth 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"/> Identify important issues, events, and individuals from New Mexico pre-history to the present.</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 and relationships to national 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"/> Explain how historical events, people, and culture influence present day Canada, Mexico, and the United States (e.g., food, art, shelter, language).</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"/> Describe and explain how historians and archaeologists provide information about people in different time periods.</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"/> Apply geographic tools of title, grid system, legends, symbols, scale, and compass rose to construct and interpret maps.
	Performance Objective 2	<input type="checkbox"/> Translate geographic information into a variety of formats such as graphs, maps, diagrams, and charts.
	Performance Objective 3	<input type="checkbox"/> Draw conclusions and make generalizations from geographic information and inquiry.
<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"/> Identify a region as an area with unifying characteristics (e.g., human, weather, agriculture, industry, natural characteristics).
	Performance Objective 2	<input type="checkbox"/> Describe the regions of New Mexico, the United States, and the Western Hemisphere.
	Performance Objective 3	<input type="checkbox"/> Identify ways in which different individuals and groups of people view and relate to places and regions.
<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"/> Explain how geographic factors have influenced people, including settlement patterns and population distribution in New Mexico, past and present.
	Performance Objective 2	<input type="checkbox"/> Describe how environments, both natural and man-made, have influenced people and events over time, and describe how places change.
	Performance Objective 3	<input type="checkbox"/> Understand how visual data (e.g., maps, graphs, diagrams, tables, charts) organizes and presents geographic information.
<u>Benchmark #2-D:</u> Understand how physical processes shape the Earth's surface patterns and biosystems.	Performance Objective 1	<input type="checkbox"/> Explain how the Earth-Sun relationships produce day and night, seasons, major climatic variations, and cause the need for time zones.
	Performance Objective 2	<input type="checkbox"/> Describe the four provinces (plains, mountains, plateau, and basin and range) that make up New Mexico's land surface (geographic conditions).
<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 cultures change.
	Performance Objective 2	<input type="checkbox"/> Describe how geographic factors influence the location and distribution of economic activities.
	Performance Objective 3	<input type="checkbox"/> Describe types and patterns of settlements.
	Performance Objective 4	<input type="checkbox"/> Identify the causes of human migration.
	Performance Objective 5	<input type="checkbox"/> Describe how and why people create boundaries and describe types of boundaries.
<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"/> Identify the distributions of natural and man-made resources in New Mexico, the Southwest, and the United States.

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 how the organization of New Mexico's government changed during its early history.
	Performance Objective 2	<input type="checkbox"/> Compare how the State of New Mexico serves national interests and the interests of New Mexicans.
	Performance Objective 3	<input type="checkbox"/> 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.
<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"/> Describe various cultures and the communities they represent, and explain how they have evolved 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"/> 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.
<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 difference between rights and responsibilities, why we have rules and laws, and the role of citizenship in promoting them.
	Performance Objective 2	<input type="checkbox"/> Examine issues of human rights.

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>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).</p>	Performance Objective 1	<input type="checkbox"/> Understand when choices are made that those choices impose “opportunity costs.”
	Performance Objective 2	<input type="checkbox"/> Describe different economic, public, and/or community incentives (wages, business profits, amenities rights for property owners and renters).
	Performance Objective 3	<input type="checkbox"/> Illustrate how resources can be used in alternative ways and, sometimes, allocated to different users.
	Performance Objective 4	<input type="checkbox"/> Explain why there may be unequal distribution of resources (e.g., among people, communities, states, nations).
	Performance Objective 5	<input type="checkbox"/> Understand and explain how conflict may arise between private and public incentives (e.g., new parks, parking structures).
<p>Benchmark #4-B:</p> <p>Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.</p>	Performance Objective 1	<input type="checkbox"/> 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).
	Performance Objective 2	<input type="checkbox"/> Explain that government raises money by taxing and borrowing to pay for the goods and services it provides.
<p>Benchmark #4-C:</p> <p>Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.</p>	Performance Objective 1	<input type="checkbox"/> 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).
	Performance Objective 2	<input type="checkbox"/> Explain how New Mexico, the United States, and other parts of the world are economically interdependent.
	Performance Objective 3	<input type="checkbox"/> Explain that banks handle currency and other forms of money and serve as intermediaries between savers and borrowers.
	Performance Objective 4	<input type="checkbox"/> Explain that money can be used to express the “market value” of goods and services in the form of prices.
	Performance Objective 5	<input type="checkbox"/> Use data to explain an economic pattern.