

# Kindergarten Social Studies Standards and Benchmarks

## Standard #1: History

Definition 1: 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

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| <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 the customs, celebrations, and holidays of various cultures in New Mexico</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"/> Demonstrate an awareness of community leaders</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 the local, state, and national symbols (e.g., flag, bird, song)</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"/> Understand the concept of past and present.</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.

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| <u>Benchmark #2-A:</u><br><br>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"/> Define relative location of items in the physical environment in terms of over, under, near, far, up, and down.   |
|  | Performance Objective 2 | <input type="checkbox"/> Define personal direction of front, back, left, and right.  |
| <u>Benchmark #2-B:</u><br><br>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 natural characteristics of places (e.g., climate, topography).   |
| <u>Benchmark #2-C:</u><br><br>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 family customs and traditions and explain their importance.  |
|  | Performance Objective 2 | <input type="checkbox"/> Describe the natural characteristics of places (e.g. landforms, bodies of water, natural resources, and weather). |
| <u>Benchmark #2-D:</u><br><br>Understand how physical processes shape the Earth's surface patterns and biosystems.   | Performance Objective 1 | <input type="checkbox"/> Describe the Earth's physical characteristics   |
| <u>Benchmark #2-E:</u><br><br>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"/> Identify classroom population.  |
| <u>Benchmark #2-F:</u><br><br>Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.   | Performance Objective 1 | <input type="checkbox"/> Identify 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.

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| <p><u>Benchmark #3-A:</u></p> <p>Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.</p>  | <p>Performance Objective 1</p> | <p><input type="checkbox"/> Identify authority figures and describe their roles (e.g., parents, teachers, principal, superintendent, police, public officials).</p>   |
| <p><u>Benchmark #3-B:</u></p> <p>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.</p> | <p>Performance Objective 1</p> | <p><input type="checkbox"/> Recognize and name symbols and activities of the United States, New Mexico, and tribes, to include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> United States symbols to include the flag, bald eagle, monuments</li> <li><input type="checkbox"/> New Mexico symbols to include the flag, Smokey Bear, State Bird, chili</li> <li><input type="checkbox"/> Tribal symbols and activities to include Feast Day, pottery, arts, storytelling.</li> </ul> |
|   | <p>Performance Objective 2</p> | <p><input type="checkbox"/> Recognize patriotic activities including The Pledge of Allegiance, The Star Spangled Banner, and salute to the New Mexico flag, and New Mexico state songs.</p>   |
| <p><u>Benchmark #3-C:</u></p> <p>Become familiar with the basic purposes of government in New Mexico and the United States.</p>   | <p>Performance Objective 1</p> | <p><input type="checkbox"/> Describe and provide example of fairness.</p>   |
| <p><u>Benchmark #3-D:</u></p> <p>Understand rights and responsibilities of "good citizenship" as members of a family, school and community.</p>   | <p>Performance Objective 1</p> | <p><input type="checkbox"/> Describe what is meant by citizenship.</p>  |
|   | <p>Performance Objective 2</p> | <p><input type="checkbox"/> Explain what is meant by "good citizenship," to include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Taking turns and sharing</li> <li><input type="checkbox"/> Taking responsibility for own actions, assignments, and personal belongings within the classroom and respecting the property of others</li> </ul>   |

**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.

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| <u>Benchmark #4-A:</u><br><br>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). | Performance Objective 1 | <input type="checkbox"/> Understand that basic human needs are met in many ways.  |
| <u>Benchmark #4-B:</u><br><br>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 concept of product (something produced by human, mechanical, or natural process). |
|   | Performance Objective 2 | <input type="checkbox"/> Understand the importance of jobs.   |
| <u>Benchmark #4-C:</u><br><br>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"/> Describe trade (e.g., buying and selling, bartering, simple exchange).                           |