

**RRPS District Standards: SOCIAL STUDIES**

Grade 5

Theme: Early eras of United States History

**STRAND I: HISTORY**

***NM State Content Standard I: 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.***

**NM State Benchmarks Grades 5-8**

**RRPS Grade 5 Power Standards**

*While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.*

**NM State Benchmark I-A: Grades 5-8**

New Mexico History: Explore and explain how people and events have influenced the development of New Mexico up to the present day.

**Power Standard 1 (Benchmark I-A-D)**

Conduct research on major historical eras including Native American settlement, of European exploration, discovery and colonization and show how that laid a foundation for our government and later history, using a variety of resources.

**NM Grade 5 Performance Standards**

1. Describe changes of governance of New Mexico (e.g., indigenous, Spanish, Mexican, French, Texan, United States).
2. Explain the reasons for European exploration of the Americas.

**Performance Indicators**

- a. Compare the characteristics of Native American societies including their adaptations to regions
- b. Compare the motivations for the European exploration and colonization.
- c. Assess the impact of exploration and colonization on Native civilizations of North America.
- d. Investigate early representative government and the democratic practices that emerged (e.g., Iroquois Nation model, town meetings, assemblies).
- e. Assess the significance of major historical documents (Declaration of Independence, U.S. Constitution, Bill of Rights).
- f. Predict and verify the conflicts that emerged with the introduction of slavery into the Americas.
- g. Analyze the significance and meaning of American symbols, landmarks, and essential documents..
- h. Share research findings from a wide variety of primary and secondary sources to discuss, write about, and debate these issues.

**NM State Benchmark I-B: Grades 5-8**

United States History: 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.

**NM Grade 5 Performance Standards**

1. Explain the motivations for the European exploration of the Americas (e.g., Leif Ericson, Christopher Columbus, John Cabot, Hernando Cortez, Jacques Cartier, Henry Hudson)
2. Describe and explain the reasons for colonization, to include: religious freedom, desire for land, economic opportunity, a new way of life, including the role and views of key individuals who founded colonies (e.g., John Smith, William Penn, Lord Baltimore)
3. Explain the significance of major historical documents (e.g., the Mayflower Compact, the Declaration of Independence, Federalist Papers, United States Constitution, Bill of Rights, the Gettysburg Address).
4. 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).
5. Describe how the introduction of slavery into the Americas, and especially the United States, laid a foundation for conflict.
6. Explain early representative government and identify democratic practices that emerged (e.g., Iroquois Nation model, town meetings, assemblies).

## STRAND I: HISTORY

***NM State Content Standard I: 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.***

**NM State Benchmark I-C: Grades 5-8**

**World History: Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration.**

**NM Grade 5 Performance Standards**

1. Describe the characteristics of early societies, including the development of tools and adaptation to the environments.
2. Identify, describe, and explain the political, religious, economic and social conditions in Europe that led to the Era of Colonization.
3. Identify the European countries that colonized the North American continent and their areas of settlement.
4. Describe the development of slavery as a widespread practice that limits human freedoms and potentials.

**NM State Benchmark I-D: Grades 5-8**

**Skills: Research historical events and people from a variety of perspectives.**

**NM Grade 5 Performance Standards**

1. Differentiate between, locate, use primary and secondary sources (e.g., computer software, interviews, biographies, oral histories, print, artifacts) to acquire information.
2. Use resources for historical information (e.g., libraries, museums, historical societies, courthouse, world wide web, family records, elders).
3. Gather, organize and interpret information using a variety of media and technology.
4. Show the relationship between social contexts and events.
5. Use effective communication skills and strategies to share research findings.

## STRAND II: GEOGRAPHY

*NM State Content Standard II: 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 environment.*

### NM State Benchmarks Grades 5-8

### RRPS Grade 5 Power Standards

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#### NM State Benchmark II-A: Grades 5-8

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.

#### Power Standard 2 (Benchmark II-A)

Evaluate maps, globes, and charts and identify their purpose.

#### NM Grade 5 Performance Standards

1. Make and use different kinds of maps, globes, charts, and databases.
2. Demonstrate how different areas of the United States are organized and interconnected.
3. Identify and locate each of the fifty states and capitals of the United States.
4. Identify tribal territories within states.
5. Employ fundamental geographic vocabulary (e.g., latitude, longitude, interdependence, accessibility, connections).
6. Demonstrate a relational understanding of time zones.
7. Use spatial organization to communicate information.
8. Identify and locate natural and man-made features of local, regional, state, national, and international locales.

#### Performance Indicators

- a. Create, interpret, and apply different kinds of maps, globes, and charts using fundamental geographic vocabulary.
- b. Record the location of each of the fifty U.S. states, their capitals, and selected tribal territories within states.
- c. Investigate how physical and human interactions brought about patterns of change throughout different regions.
- d. Demonstrate a relational understanding of time zones, and use them in explaining how different areas of the United States are organized and interconnected.
- e. Use spatial organization (cardinal and intermediate directions, scale, etc.) to communicate information.
- f. Describe and locate natural and man-made features of local, regional, state, national, and international locales.

#### NM State Benchmark II-B: Grades 5-8

**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.**

#### NM Grade 5 Performance Standards

1. Describe human and natural characteristics of places.  
Describe similarities, differences, and patterns of change among regions of the globe.

#### NM State Benchmark II-C: Grades 5-8

Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes

#### NM Grade 5 Performance Standards

1. Describe how man-made and natural environments have influenced conditions in the past.  
Identify and define geographic issues and problems from accounts of current events

#### NM State Benchmark II-D: Grades 5-8

Explain how physical processes shape the Earth's surface patterns and bio-systems

#### NM Grade 5 Performance Standards

1. Explain how the four provinces of New Mexico's land surface (plains, mountain, plateau, and basin and range) support life.

**STRAND II: GEOGRAPHY**

*NM State Content Standard II: 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 environment.*

**NM State Benchmark II-E: Grades 5-8**

Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.

**NM Grade 5 Performance Standards**

1. Explain how physical features influenced the expansion of the United States.

**NM State Benchmark II-F: Grades 5-8**

Understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution, and relative importance of resources.

**NM Grade 5 Performance Standards**

1. Understand how resources impact daily life.

**Power Standard 3 (Benchmark II-B-F)**

Understand the interrelationships between humans and the geographic environment.

Performance Indicators

- a. Investigate how geographic features influenced popular expansion of America.
- b. b. Evaluate how natural, man-made, and renewable resources impact daily life.

**STRAND III: GOVERNMENT AND CIVICS**

***NM State Content Standard III: Civics and Government: 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.***

**NM State Benchmarks Grades 5-8**

**RRPS Grade 5 Power Standards**

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**NM State Benchmark III-A: Grades 5-8**

Understand the structure, functions, and powers of government (local, state, tribal, and national).

**Power Standard 4 (Benchmark III-A)**

Compare the foundational ideals, structure, functions, and powers of government on local, state, and national levels.

**NM Grade 5 Performance Standards**

1. Explain how the three branches of national government function and understand how they are defined in the United States Constitution.
2. 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).
3. Identify and describe the significance of American symbols, landmarks, and essential documents (e.g., Declaration of Independence; United States Constitution; Bill of Rights; Federalist Papers; Washington, DC; Liberty Bell; Gettysburg Address; Statute of Liberty; government to government accords; Treaty of Guadalupe Hildago; Gadsden Purchase).
4. Compare and contrast the basic government sovereignty of local, state, tribal, and national governments.

**Performance Indicator**

- a. Compare the structure of the federal system in local, state, and national levels.
- b. Evaluate the fundamental ideals and principles that form our republic (e.g. representative democracy, branches of government, and inalienable rights).

**NM State Benchmark III-B: Grades 5-8**

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.

**Power Standard 5 (Benchmark III-B)**

Describe and explain contributions of culturally diverse populations to local and national customs.

**NM Grade 5 Performance Standards**

1. Explain the significance and importance of American customs, symbols, landmarks, and celebrations.
2. Identify and summarize contributions of various racial, ethnic, and religious groups to national identity
3. Describe selected ethnic and religious customs and celebrations that enhance local, state, tribal, and national identities.

**Performance Indicators**

- a. Summarize contributions of various racial, ethnic, and religious groups to national identity.
- b. b. Analyze the significance and meaning of American symbols, landmarks, and essential documents.

<p><b>NM State Benchmark III-C: Grades 5-8</b> Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States Government.</p>	<p><b>Power Standard 6 (Benchmark III-C)</b> Understand political ideas of government that became the foundation for the American Revolution and the United States government.</p>
<p><b>NM Grade 5 Performance Standards</b> 1. 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:</p> <ul style="list-style-type: none"> <li>• colonists' and Native Americans' shared sense of individualism, independence, and religious freedom that developed before the Revolution</li> <li>• Articles of Confederation</li> <li>• purpose of the Constitutional Convention</li> <li>• “natural rights” expressed in the Declaration of Independence</li> </ul> <p>2. Describe the contributions and roles of major individuals, including <i>Thomas Jefferson</i>, George Washington, James Madison, and Benjamin Franklin.</p>	<p><b>Performance Indicators</b></p> <ol style="list-style-type: none"> <li>a. Analyze the philosophies associated with the development of the United States Constitution</li> <li>b. Relate the contributions and roles of people and events to the development of the United States Government.</li> </ol>
<p><b>NM State Benchmark III-D: Grades 5-8</b> Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries.</p>	<p><b>Power Standard 7 (Benchmark III-D)</b> Describe the individual’s rights and responsibilities as a citizen of the United States.</p>
<p><b>NM Grade 5 Performance Standards</b> 1. 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.</p>	<p><b>Performance Indicator</b> a. Identify the rights and responsibilities of individuals in a republican form of government on the local, state, and national levels ( e.g. participation in government and rule of law).</p>

**STRAND IV: ECONOMICS**

***NM State Content Standard IV: 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.***

**NM State Benchmarks Grades 5-8**

**RRPS Grade 5 Power Standards**

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**NM State Benchmark IV-A: Grades 5-8**

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.

**Power Standard 8 (Benchmark IV-A-C)**

Explain how the interrelationship between individuals, households, businesses, governments, and societies of the past impact economic systems of the present.

**NM Grade 5 Performance Standards**

1. Understand the impact of supply and demand on consumers and producers in a free enterprise system.
2. 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).
3. Describe the aspects of trade.
4. Explain how voluntary trade is not coercive.

**Performance Indicators**

- a. Identify the patterns of trade and exchange in early Native American societies and European colonies, and explain how they continue to shape today's economy.
- b. Understand basic economic patterns of early societies (e.g., hunter-gatherers, early farming, and business).
- c. Evaluate the impact and patterns of supply and demand on consumers and producers in a free enterprise system that includes the following activities: farming, ranching, oil and gas production, high tech, manufacturing, medicine (such as in New Mexico and the United States).
- d. Discuss the influence of bordering countries (Canada and Mexico) on U.S. commerce, e.g., the significance of trade agreements such as NAFTA.

**NM State Benchmark IV-B: Grades 5-8**

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.

**NM Grade 5 Performance Standards**

1. Explain how all economic systems must consider the following: What will be produced? How will it be produced? For whom will it be produced?
2. Identify the influence of bordering countries (Canada and Mexico) on United States commerce.

**NM State Benchmark IV-C: Grades 5-8**

Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world.

**NM Grade 5 Performance Standards**

1. Understand basic economic patterns of early societies (e.g., hunter-gathers, early farming, business).
2. Understand the economic motivation of exploration and colonization by colonial powers.