

RRPS District Standards: SOCIAL STUDIES

Grade 4

Theme: Our rich and diverse nation

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 K-4

NM State Benchmark I-A: Grades K-4

New Mexico History: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.

NM Grade 4 Performance Standards

1. Identify important issues, events, and individuals from New Mexico pre-history to the present.
2. Describe the role of contemporary figures and how their contributions and perspectives are creating impact in New Mexico.

NM State Benchmark I-B: Grades K-4

United States History: Understand connections among historical events, people, and symbols significant to the United States history and cultures.

NM Grade 4 Performance Standards

1. Describe local events and their connections and relationships to national history.

NM State Benchmark I-C: Grades K-4

World History: Identify and describe similar historical characteristics of the United States and its neighboring countries.

NM Grade 4 Performance Standards

1. Explain how historical events, people, and cultures influence present day Canada, Mexico and the United States. (e.g., food, art, shelter, language)

NM State Benchmark I-D: Grades K-4

Skills: Understand time passage and chronology.

NM Grade 4 Performance Standards

1. Describe and explain how historians and archaeologists provide information about people in different time periods.

RRPS Grade 4 Power Standards

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

Power Standard 1 (Benchmark I-A)

Compare how indigenous peoples and other cultures influenced New Mexico.

Performance Indicators

1. Identify and analyze the effects of important events and cultures from New Mexico's prehistory to the present, and represent these events chronologically.
2. Describe how historians and archaeologists provide information about people in different time periods.
3. Describe the connections and relationships of local events to national history.
4. Describe how New Mexico is unique in the Southwest region.

Power Standard 2 (Benchmark I-B)

Compare historical influences of various countries and cultures significant to the United States and its regions.

Performance Indicators

1. Describe local events and their connections and relationships to national history.
2. Explain how historical events, people and cultures influence present-day United States (e.g. food, art, shelter, language).

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.

<p><u>NM State Benchmarks Grades K-4</u></p>	<p><u>RRPS Grade 4 Power Standards</u> <i>While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.</i></p>
<p><u>NM State Benchmark II-A: Grades K-4</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.</p>	<p><u>Power Standard 3 (Benchmark II-A)</u> Determine and apply the concept of location by using and constructing maps, globes, and other geographic tools to identify and interpret information about people (populations), places, and environments in the contexts of New Mexico and regions of the United States.</p>
<p><u>NM Grade 4 Performance Standards</u></p> <ol style="list-style-type: none"> 1. Apply geographic tools of title, grid system, legends, symbols, scale, and compass rose to construct and interpret maps. 2. Translate geographic information into a variety of formats such as graphs, maps, diagrams, and charts. 3. Draw conclusions and make generalizations from geographic information and inquiry. 	<p><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Interpret maps using geographic tools and concepts, including latitude, longitude, symbols, scale, and compass rose. 2. Use information from diagrams, graphs, charts, and other maps to independently construct maps. 3. Draw conclusions and make generalizations from geographic information and inquiry.
<p><u>NM State Benchmark II-B: Grades K-4</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.</p>	<p><u>Power Standard 4 (Benchmark II-B)</u></p> <ol style="list-style-type: none"> a. Explain the concept of “region” as an area with unifying characteristics (i.e., human activity and natural features), and use this concept to examine, identify, and describe U.S. states and the ways that individuals and groups view and relate to them.
<p><u>NM Grade 4 Performance Standards</u></p> <ol style="list-style-type: none"> 1. Identify a region as an area with unifying characteristics (e.g., human, weather, agriculture, industry, natural characteristics). 2. Describe the regions of New Mexico, the United States, and the Western Hemisphere. 3. Identify ways in which different individuals and groups of people view and relate to places and regions. 	<ol style="list-style-type: none"> b. Select the unifying characteristics (e.g., natural resources, weather, agriculture, human activity) of U.S. states and use this knowledge to define regions and their relationships with other regions (interdependence).
<p><u>NM State Benchmark II-C: Grades K-4</u> Be familiar with aspects of human behavior and man-made natural environments in order to recognize their impact on the past and present.</p>	
<p><u>NM Grade 4 Performance Standards</u></p> <ol style="list-style-type: none"> 1. Explain how geographic factors have influenced people, including settlement patterns and population distribution in New Mexico, the Southwest, and the United States. 2. Describe how environments, both natural and man-made, have influenced people and events over time, and describe how places change. 3. Understand how visual data (e.g., maps, graphs, diagrams, tables, charts) organize and present geographic information. 	

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-D: Grades K-4

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

NM Grade 4 Performance Standards

1. Explain how the Earth-sun relationships produce day and night, seasons, and major climatic variations, and cause the need for time zones.
2. Describe the four provinces (plains, mountains, plateau, and basin and range) that make up New Mexico's land surface (geographic conditions).

NM State Benchmark II-E: Grades K-4

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

NM Grade 4 Performance Standards

1. Describe how cultures change.
2. Describe how geographic factors influence the location and distribution of economic activities.
3. Identify the causes of human migration.
4. Describe how and why people create boundaries and describe types of boundaries.

NM State Benchmark II-F: Grades K-4

Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.

NM Grade 4 Performance Standards

1. Identify the distributions of natural and man-made resources in New Mexico, the Southwest, and the United States.

Performance Indicators

- a. Locate the regions of New Mexico, the United States, and the Western Hemisphere, and identify unifying characteristics in each (e.g., human and natural activity; the distribution of natural and man-made resources).
- b. Use visual data (e.g., maps, graphs, diagrams, tables, charts) to interpret, organize and present this information.
- c. Describe the interdependence, cooperation, and conflict of economics, politics, and cultures, which interact to shape the population patterns of the United States' regions.
- d. Explain how geographic factors in each region and in New Mexico (natural and man-made environments and resources) have influenced people, including settlement patterns and population distribution.

Power Standard 5 (Benchmark II-E)

Infer how economic, political, and cultural processes interact to shape patterns of human populations and migration, which can result in interdependence, cooperation and conflict.

Performance Indicator

- a. Describe how geographic factors influence the location and distribution of economic activities.
- b. Identify the causes of human migration.

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.

<p><u>NM State Benchmarks Grades K-4</u></p>	<p><u>RRPS Grade 4 Power Standards</u> <i>While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.</i></p>
<p><u>NM State Benchmark III-A: Grades K-4</u> Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.</p>	<p><u>Power Standard 6 (Benchmark III-A)</u> Explain the organization and function of the local, state, tribal, and national governments.</p>
<p><u>NM Grade 4 Performance Standards</u></p> <ol style="list-style-type: none"> 1. Explain how the organization of New Mexico's government changed during its early history. 2. Compare how the State of New Mexico serves <i>both national and state interests</i>. 3. 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. 	<p>Performance Indicators</p> <ol style="list-style-type: none"> a. Discuss the progression of New Mexico's government from its origins to the present. b. Identify the branches of government at the local, state, tribal, and national levels and the functions they perform. c. Explain the difference between making laws, carrying out the laws, and determining if laws have been broken. d. Examine how governmental laws have effectively protected the minority in different periods of New Mexico history (e.g., majority rule and public good).
<p><u>NM State Benchmark III-B: Grades K-4</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.</p>	<p><u>Power Standard 7 (Benchmark III-D)</u> Explain the concept of "good citizenship" and the rights and responsibilities of "good citizens" as members of a community.</p>
<p><u>NM Grade 4 Performance Standards</u></p> <ol style="list-style-type: none"> 1. Describe various cultures and the communities they represent, and explain how they have evolved over time. 	<p>Performance Indicators</p> <ol style="list-style-type: none"> a. Explain the difference between rights and responsibilities, why we have rules and laws, and the role of citizenship in promoting them. b. Examine issues of human rights.
<p><u>NM State Benchmark III-C: Grades K-4</u> Become familiar with the basic purposes of government in New Mexico and the United States.</p>	
<p><u>NM Grade 4 Performance Standards</u></p> <ol style="list-style-type: none"> 1. 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. 	
<p><u>NM State Benchmark III-D: Grades K-4</u> Understand rights and responsibilities of "good citizenship" as members of a family, school, and community.</p>	
<p><u>NM Grade 4 Performance Standards</u></p> <ol style="list-style-type: none"> 1. Explain the difference between rights and responsibilities, why we have rules and laws, and the role of citizenship in promoting them. 2. Examine issues of human rights. 	

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 K-4

NM State Benchmark IV-A: Grades K-4

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).

NM Grade 4 Performance Standards

1. Understand that economic decisions are influenced by incentives (both economic and intrinsic).
2. Understand that when choices are made to spend money, that amount of money is no longer available to be spent (opportunity costs).
3. Describe different economic, public, and/or community incentives (wages, business profits, amenities, rights for property owners and renters).
4. Discuss how resources and goods and services can be used in alternative ways and, sometimes, allocated to different users.
5. Explain why there may be unequal distribution of resources (e.g., among people, communities, states, and nations).
6. Understand that conflict may arise between private and public entities.

NM State Benchmark IV-B: Grades K-4

Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.

NM Grade 4 Performance Standards

No NM Performance Standards for this grade level are listed.

NM State Benchmark IV-C: Grades K-4

Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.

NM Grade 4 Performance Standards

1. 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).
2. Explain how New Mexico, the United States, and other parts of the world are economically interdependent.
3. Explain how money can be used to express the 'market value' of goods and services in the form of prices.

RRPS Grade 4 Power Standards

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

Power Standard 8 (Benchmark IV-A)

Explain how decisions made by individuals, households, businesses, governments, and societies affect the distribution of resources and that these decisions are influenced by incentives (both economic and intrinsic).

Performance Indicators

- a. Understand when choices are made, these choices impose 'opportunity costs.'
- b. Describe different economic, public, and community incentives.
- c. Discuss how resources can be used in alternative ways and, sometimes, allocated to different users.
- d. Explain why there may be unequal distribution of resources.
- e. Understand and explain how conflict may arise between private and public incentives (e.g., new parks, parking structures).

Power Standard 9 (Benchmark IV-C)

Analyze the interdependence of societies and the patterns and results of trade and exchange.

Performance Indicators

- a. Identify patterns of work and economic activity in New Mexico and the United States regions and their sustainability over time, using data (e.g., farming, ranching, mining, retail, transportation, manufacturing, tourism, high tech).
- b. Explain the functions and activities of banks:
 - how banks handle currency and other forms of money
 - how banks serve as intermediaries between savers and borrowers.
- c. Explain how N.M., the U. S., and other parts of the world are economically interdependent.