

RRPS District Standards: SOCIAL STUDIES

Grade 2

****Social Studies Foundations: Communities ****

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

RRPS Grade 2 Power Standards

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

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.

Power Standard 1 (Benchmark I-A)

Examine how people and events from the past and present are connected in a chronological sequence and how they have influenced NM communities and regions.

NM Grade 2 Performance Standards

1. Describe how historical people, groups, and events have influenced the local community.

Performance Indicators

- a. Create and explain a simple timeline using personal, family, or historic events.
- b. Read biographies to understand and describe the significance of people and events in the development of N.M. and U.S. cultures (e.g., tribal leaders, Cesar Chávez, George Washington, Rosa Parks, Christopher Columbus, Squanto, Christa McAuliffe, etc.)
- c. Learn about and discuss the diverse cultures in N.M.

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 2 Performance Standards

1. Describe the cultural diversity of individuals and groups and their contributions to United States history (e.g., George Washington, Ben Franklin, César Chávez, Rosa Parks, National Association for Advancement of Colored People [NAACP], tribal leaders, American Indian Movement [AIM]).

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 2 Performance Standards

1. Research and demonstrate knowledge of various traditions, celebrations of holidays and cultures. (e.g. Thanksgiving, *Día de Los Muertos*, Boxing Day, etc.)

NM State Benchmark I-D: Grades K-4

Skills: Understand time passage and chronology.

NM Grade 2 Performance Standards

1. Use timelines to show events in relation to each another.

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>NM State Benchmarks Grades K-4</p>	<p>RRPS Grade 2 Power Standards <i>While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.</i></p>
<p>NM State Benchmark II-A: Grades K-4 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>Power Standard 2 (Benchmark II-A) Demonstrate how maps and globes are used to locate, illustrate and describe places in world.</p>
<p>NM Grade 2 Performance Standards 1. Locate landforms, bodies of water, countries and continents. 2. Construct a map to show directions, locations, and landforms.</p>	<p>Performance Indicators</p> <ol style="list-style-type: none"> a. Use globes and a variety of maps to locate specific information (e.g., specific regions, major landforms, bodies of water, and other places of significance in selected countries, continents, and oceans). b. Construct a map. <p>Power Standard 3 (Benchmark II-B) Describe similarities and differences in geographic regions, such as climate, natural resources, and hazards, and the effect on settlement in those regions (hills, mountains, plains, deserts, oceans, etc.).</p>
<p>NM State Benchmark II-B: Grades K-4 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 Indicators</p> <ol style="list-style-type: none"> a. Identify different geographic regions and describe their bio-systems (e.g., hills, mountains, plains, deserts, oceans etc.). b. Compare and contrast geographic regions and their bio-systems (include their climates and natural hazards). c. Describe the impact of different bio-systems on human lifestyles (housing, clothing, activities, etc.)
<p>NM Grade 2 Performance Standards 1. Describe how climate, natural resources, and natural hazards affect activities and settlement patterns. 2. Explain how people depend on the environment and its resources to satisfy their basic needs.</p>	<p>Power Standard 4 (Benchmark II-C) Examine how people adapt to and depend on their environments and the importance of conservation and recycling of natural and man-made resources.</p> <p>Performance Indicators</p> <ol style="list-style-type: none"> a. Identify ways of recycling in your community. b. Explain how the conservation of natural resources affects everyday life. c. Research and present information about different cultures that includes the impact of geography and environment on cultural features.
<p>NM State Benchmark II-C: Grades K-4 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>NM Grade 2 Performance Standards 1. Identify ways in which people depend on natural and man-made environments including natural resources to meet basic needs.</p>	
<p>NM State Benchmark II-D: Grades K-4 Understand how physical processes shape the Earth’s surface patterns and bio systems.</p>	<p>Power Standard 5 (Benchmark II-D) Identify and describe physical processes and systems that affect the Earth (i.e. weather, water cycle, erosion).</p>
<p>NM Grade 2 Performance Standards 1. Describe the physical processes that affect the Earth’s features (e.g., weather, erosion). 2. Identify characteristics of physical systems (e.g., water cycle).</p>	<p>Performance Indicator</p> <ol style="list-style-type: none"> a. Investigate and explain the water cycle.

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 Grade 2 Performance Standards

1. Describe how characteristics of culture affect behaviors and lifestyles.

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 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 2 Performance Standards

1. Describe ways that people and groups can conserve and replenish natural resources.

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 2 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> Analyze the purpose of government and the need for rules and laws in society.</p> <p>Performance Indicators</p> <ol style="list-style-type: none"> Describe the purpose of rules in all school settings and apply them. Participate in the democratic process by forming classroom mission statement and rules. Vote on classroom rules and decisions, when appropriate. Identify similarities and differences among local, tribal, state, and national governments.
<p><u>NM Grade 2 Performance Standards</u> 1. Understand the purposes of government. 2. Describe and compare class rules made by direct democracy (entire class votes on the rules) and by representative democracy (class elects a smaller group to make the rules).</p>	
<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>NM Grade 2 Performance Standards</u> 1. Identify local governing officials and explain how their roles reflect their community.</p>	
<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 2 Performance Standards</u> 1. Describe the concept of 'public good' and identify local examples of systems that support the 'public good.'</p>	<p><u>Power Standard 7 (Benchmark III-C)</u> Examine how government and individuals contribute in different ways to our community.</p> <p>Performance Indicators</p> <ol style="list-style-type: none"> Identify important community services (safety, health care, recreation, etc.) and the roles of individuals who provide these services (e.g., policemen, nurses). Demonstrate the idea of “good citizenship” and identify some behaviors of good citizens. Explain responsibilities of being a member of specific groups (e.g., family, classroom, school, community).
<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 2 Performance Standards</u> 1. Understand characteristics of 'good citizenship' as exemplified by historic and ordinary people. 2. Explain the responsibilities of being a member of various groups (e.g. family, school, community).</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 K-4

RRPS Grade 2 Power Standards

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

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).

Power Standard 8 (Benchmark IV-A)

Discover the economic and social connections between work, wages, goods, and services.

Performance Indicator

- a. Identify the need to work for wages in order to secure goods and services.

NM Grade 2 Performance Standards

- 1. Identify economic decisions made by individuals and households and explain how resources are distributed.

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 2 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 2 Performance Standards

- 1. Understand that money is the generally accepted medium of exchange in most societies, and that different countries use different currencies.