

RRPS District Standards: SOCIAL STUDIES

Grade 3

Theme: The impact of individuals across cultures

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 3 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.

NM Grade 3 Performance Standards

1. Describe how the lives and contributions of people of New Mexico influenced local communities and regions.

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 3 Performance Standards

1. Describe local events and their connections to state history.

Power Standard 1 (Benchmark I-B)

A. Examine the relationships between historical events, people, and symbols important to U.S. history and its bordering countries.

B. Analyze that descriptions and interpretations of events may differ depending on the observer or narrator's point of view.

Performance Indicators

- a. Compare (1) the historic origins of the U.S., Canada, and Mexico, and (2) their present-day structures, such as the number of states or provinces, the type of government, etc.
- b. Research the historic significance of symbols and present findings (learning poster, research report, etc.)
- c. Describe the relationship between significant historic events by reading and creating timelines.
- d. Compare and contrast descriptions of an event (e.g., complete a Venn diagram, with assistance).

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 3 Performance Standards

1. Identify and compare components that create a community in the United States and its neighboring countries.

NM State Benchmark I-D: Grades K-4

Skills: Understand time passage and chronology.

1. Interpret information from multiple resources and contexts to determine chronological relationships.

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 3 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) Relate maps and globes to the physical objects that they represent.</p>
<p>NM Grade 3 Performance Standards 1. Identify and use the mapping tools of scale, compass rose, grid, symbols, and mental mapping to locate and draw places on maps and globes.</p>	<p>Performance Indicator</p> <ol style="list-style-type: none"> Examine mapping tools and use them to understand, describe, and create maps and globes: scale, compass rose, grid, symbols, and mental mapping. Reconstruct the oceans and continents on a globe, and consider how they impact human communities.
<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> <ol style="list-style-type: none"> Describe how human and natural processes can sometimes work together to shape the appearance of places (e.g., post-fire reforestation). Explore examples of environmental and social changes in various regions. 	<p>Power Standard 3 (Benchmark II-C) Differentiate between natural and man-made and recognize how humans impacted them.</p> <p>Performance Indicators</p> <ol style="list-style-type: none"> Use a graphic organizer to show the differences between natural and man-made environments. Create a learning poster to show renewable and non-renewable resources. Identify the impact on society of man-made changes to the environment, for example, reforestation of the Bosque, creation of national parks, protection of endangered species, adoption of the clean air act. Recognize changes in our community caused by population growth (show cause and effect). Discuss personal behaviors that can affect community planning, such as advocating for parks, open space, bike lanes, schools, and sports complexes. Create a model of a bio-system based on research to illustrate interactions of air, land, water, plants, and animals, and the impact on human decisions.
<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 3 Performance Standards 1. Identify personal behaviors that can affect community planning. 2. Identify ways in which people have modified their environments (e.g., building roads, clearing land for development, mining, and constructing towns and cities). 3. Describe the consequences of human modification of the natural environment (e.g., use of irrigation to improve crop yields, highways).</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>NM Grade 3 Performance Standards 1. Identify the components of the Earth's bio-systems and their makeup (e.g., air, land, water, plants, and animals). 2. Describe how physical processes shape features on the Earth's surface.</p>	

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 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 3 Performance Standards

1. Describe how patterns of culture vary geographically.
2. Describe how transportation and communication networks are used in daily life.
3. Describe how cooperation and conflict affect neighborhoods and communities.

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 3 Performance Standards

1. Identify the characteristics of renewable and nonrenewable 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.

NM State Benchmarks Grades K-4

RRPS Grade 3 Power Standards

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NM State Benchmark III-A: Grades K-4

Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.

Power Standard 4 (Benchmark III-A)

Compare and contrast the basic function and purposes of local, state, tribal, and national governments.

NM Grade 3 Performance Standards

1. Explain the basic structure and functions of local governments.
2. Describe and give examples of 'public good.'
3. Explain how New Mexico helps to form a nation with other states.

Performance Indicators

- a. Show the tiers of government including city, tribal, state, and federal
- b. Explain the branches of government: executive, judicial, and legislative.
- c. Understand that there are government protections.

NM State Benchmark III-B: Grades K-4

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.

Power Standard 5 (Benchmark II-B)

Summarize how the traditions of a community instill continuity and maintain culture.

NM Grade 3 Performance Standards

1. Explain how symbols, songs, icons, and traditions combine to reflect various cultures over time.

Performance Indicator

Identify cultures in New Mexico and explain how they maintain their identities through the use of symbols, songs, icons, language and traditions.

NM State Benchmark III-C: Grades K-4

Become familiar with the basic purposes of government in New Mexico and the United States.

NM Grade 3 Performance Standards

1. Describe how the majority protects the rights of the minority.
2. Explain how rules/laws are made and compare different processes used by local, state, tribal, and national governments to determine rules/laws.

NM State Benchmark III-D: Grades K-4

Understand rights and responsibilities of "good citizenship" as members of a family, school, and community.

Power Standard 6 (Benchmark III-D)

Demonstrate the roles and responsibilities of a "good citizen."

NM Grade 3 Performance Standards

1. Explain the significance of participation and cooperation in a classroom and community.
2. Understands the impact of individual and group decisions on communities in a democratic society.
3. Explain the significance and process of voting.

Performance Indicators

- a. Demonstrate responsible participation and cooperation in the classroom and community.
- b. Understand how decisions impact communities in a democratic society.
- c. Explain the process and reasons for voting.
- d. Describe the intent of democratic systems for the majority to protect the rights of minorities.

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 3 Power Standards

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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 7 (Benchmark IV-A)

Explain how groups and societies make decisions that affect the distribution of resources.

Performance Indicators

- a. Define and categorize resources: human, financial, natural.
- b. Describe how the barter system led to the development of an economic system, including counting and identifying the value of currency in all forms (vs. barter).
- c. Understand the purpose of the basic economic system and explain how it relates to spending and saving money.
- d. Know that resources within a community impact the economics of a region.
- e. Explain the economic flow from consumer to producer and back.

NM Grade 3 Performance Standards

1. Explain that people want more goods and services than is possible to produce.
2. Define and categorize resources (e.g., human, financial, natural).
3. Identify a variety of products that use similar resources.

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 3 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 3 Performance Standards

1. Understand the purposes of spending and saving money.
2. Identify currency, credit, debit, and checks as the basic mediums of exchange in Western society.