

A Correlation of

★ ★ ★ **SCOTT FORESMAN** ★ ★ ★
SOCIAL STUDIES

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to the

New Mexico
Social Studies Content Standards and Benchmarks
Grades K-6



Scott Foresman Social Studies

This document demonstrates how **Scott Foresman Social Studies** supports the objectives of the New Mexico Content Standards and Benchmarks. Correlation page references are to the Teacher's Edition and associated Student Edition pages.

Scott Foresman is pleased to introduce our new **Scott Foresman Social Studies**, Kindergarten through Grade 6 - the social studies program that helps every child become an active, involved, and informed citizen.

Content

Scott Foresman Social Studies content covers the key social studies strands: Citizenship, Culture, Economics, Geography, Government, History and Science/Technology. **Scott Foresman Social Studies** content is organized for a flexible teaching plan. If time is short, teachers may use the Quick Teaching Plan to cover the core content and skills or to add depth, teachers may use the wealth of information in each unit.

Accessibility

Scott Foresman Social Studies provides systematic instruction to improve comprehension and to reach out to all learners. In every unit, reading skills are developed through built-in lessons. Target comprehension skills are pre-taught and then applied throughout the unit for sustained practice. Graphic organizers provide support for every skill.

Motivation

Scott Foresman Social Studies is filled with compelling visuals, intriguing facts, and exciting real-world learning. Colonial Williamsburg Lessons provide exciting, special features from the nation's largest living museum. Dorling Kindersley Visual Lessons provide bold, large-as life photographs with interesting, easy-to-read expository captions. Music lessons introduce or reinforce important concepts and vocabulary. Discovery Channel School projects provide exclusive, hands-on unit projects that synthesize and enhance learning. A special feature entitled You Are There provides captivating suspense-packed reading that builds excitement and lets students experience the event from a personal perspective. A Web-Based Information Center continually updates information, maps, and biographies.

Accountability

Scott Foresman Social Studies provides built-in skill lessons in every unit and multiple assessment tools to develop thinking citizens. Informal assessment opportunities monitor children's learning and provide If/then guidelines with specific reteaching strategies and effective practice. Formal assessment opportunities assess children's learning and provide practice for key test-taking skills. Test-taking strategy lessons provide test preparation for national and state tests.

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**Scott Foresman Social Studies – Here We Go
to the
New Mexico Social Studies Content Standards and Benchmarks
Kindergarten**

New Mexico Social Studies Standards	Scott Foresman Social Studies
<u>Strand: History</u>	
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.	
K-4 Benchmark I-A—New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.	
Performance Standards	
1. Identify the customs, celebrations, and holidays of various cultures in New Mexico.	22, 93-96, 244-245, 251-254, 255-258, 263-266, 267-270, 294-295, 305-308, 309-312, 317-320, 321-324, 325-328
K-4 Benchmark I-B—United States: Understand connections among historical events, people, and symbols significant to United States history and cultures.	
Performance Standards	
1. Demonstrate an awareness of community leaders.	12-13, 36-37, 43-46, 62-63, 82-83, 85-88, 275-278

New Mexico Social Studies Standards	Scott Foresman Social Studies
K-4 Benchmark I-C—World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries.	
Performance Standards	
1. Identify the local, state, and national symbols (e.g., flag, bird, song).	213-216, 241, 242-243, 244-245, 251-254, 267-270, 280, 282
K-4 Benchmark I-D—Skills: Understand time passage and chronology.	
Performance Standards	
1. Understand the concept of past and present.	127-130, 255-258, 259-262, 263-266, 271-274, 275-278, 313-316
<u>Strand: Geography</u>	
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 environments.	
K-4 Benchmark II-A: 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 Standards	
1. Define relative location of items in the physical environment in terms of over, under, near, far, up, and down.	31-34, 69-72, 73-76, 209-212, 213-216, 217-220, 221-224
2. Define personal direction of front, back, left, and right.	31-34

New Mexico Social Studies Standards	Scott Foresman Social Studies
K-4 Benchmark II-B: 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 Standards	
1. Identify natural characteristics of places (e.g., climate, topography).	176-177, 178-179, 185-188, 189-192, 193-196, 197-200, 201-204, 205-208
K-4 Benchmark II-C: 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 Standards	
1. Identify family customs and traditions and explain their importance.	19-22, 93-96, 263-266, 292-293, 294-295, 301-304, 305-308, 309-312, 317-320, 321-324, 325-328
2. Describe the natural characteristics of places (e.g., landforms, bodies of water, natural resources, and weather).	176-177, 178-179, 185-188, 189-192, 193-196, 197-200, 201-204, 205-208
K-4 Benchmark II-D: Understand how physical processes shape the Earth's surface patterns and biosystems.	
Performance Standards	
1. Describe the Earth's physical characteristics.	178-179, 193-196, 197-200, 201-204, 205-208
K-4 Benchmark II-E: Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.	
Performance Standards	
1. Identify classroom population.	14, 46

New Mexico Social Studies Standards	Scott Foresman Social Studies
K-4 Benchmark II-F: Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.	
Performance Standards	
1. Identify natural resources.	225-228, 255-258
<u>Strand: Civics and Government</u> Content Standard III: 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.	
K-4 Benchmark III-A: Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.	
Performance Standards	
1. Identify authority figures and describe their roles (e.g., parents, teachers, principal, superintendent, police, public officials).	12-13, 36-37, 43-46, 62-63, 82-83, 85-88, 275-278

New Mexico Social Studies Standards	Scott Foresman Social Studies
K-4 Benchmark III-B: 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.	
Performance Standards	
1. Recognize and name symbols and activities of the United States, New Mexico, and tribes, to include: <ul style="list-style-type: none"> • United States symbols to include the flag, bald eagle, monuments • New Mexico symbols to include the flag, Smokey Bear, State Bird, chili • tribal symbols and activities to include Feast Days, pottery, arts, storytelling. 	213-216, 241, 242-243, 244-245, 251-254, 258, 267-270, 280, 282
2. Recognize patriotic activities including “The Pledge of Allegiance”, “The Star Spangled Banner”, salute to the New Mexico flag, and New Mexico state songs.	242-243, 251-254, 279-282
K-4 Benchmark III-C: Become familiar with the basic purposes of government in New Mexico and the United States.	
Performance Standards	
1. Describe and provide examples of fairness.	12-13, 27-30, 39-42, 81-84

New Mexico Social Studies Standards	Scott Foresman Social Studies
K-4 Benchmark III-D: Understand rights and responsibilities of “good citizenship” as members of a family, school and community.	
Performance Standards	
1. Describe what is meant by citizenship.	12-13, 27-30, 35-38, 39-42, 81-84, 85-88, 139-142, 225-228
2. Explain what is meant by “good citizenship,” to include: <ul style="list-style-type: none"> • taking turns and sharing • taking responsibility for own actions, assignments, and personal belongings within the classroom and respecting the property of others. 	12-13, 27-30, 35-38, 39-42, 81-84, 85-88, 139-142, 225-228
<u>Strand: Economics</u> 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.	
K-4 Benchmark IV-A: 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 Standards	
1. Understand that basic human needs are met in many ways.	23-26, 143-146, 147-150, 151-154, 155-158

New Mexico Social Studies Standards	Scott Foresman Social Studies
K-4 Benchmark IV-B: Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.	
Performance Standards	
1. Understand the concept of product (something produced by human, mechanical, or natural process).	125, 135-138, 142, 143-146, 150, 159-162
2. Understand the importance of jobs.	108, 110-111, 112-113, 119-122, 123-126, 127-130, 131-134
K-4 Benchmark IV-C: Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.	
Performance Standards	
1. Describe trade (e.g., buying and selling, bartering, simple exchange).	135-138, 139-142, 260

**Scott Foresman Social Studies – All Together
to the
New Mexico Social Studies Content Standards and Benchmarks
Grade One**

New Mexico Social Studies Standards	Scott Foresman Social Studies
Strand: History	
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.	
K-4 Benchmark I-A—New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.	
Performance Standards	
1. Identify common attributes of people living in New Mexico today.	8-9, 62-65, 208-209, 212-215, 218-221, 258-261
K-4 Benchmark I-B—United States: Understand connections among historical events, people, and symbols significant to United States history and cultures.	
Performance Standards	
1. Identify the significance of United States historical events and symbols (e.g., Martin Luther King, Jr. Day, Memorial Day, Independence Day, Labor Day, Veterans Day, United States flag, bald eagle).	E12-E13, E16, H6-H7, H8-H9, 14-17, 184-185, 186-187, 196-199, 202-205, 208-209, 210-211, 212-215, 224-225, 228
2. Identify and recognize major political and social figures in the United States.	E16, 10-11, 18-19, 32-33, 68-69, 72-73, 114-115, 122-123, 168-169, 202-205, 206-207, 212-215, 216-217, 222-223, 246-249, 250-251, 256-257

New Mexico Social Studies Standards	Scott Foresman Social Studies
K-4 Benchmark I-C—World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries.	
Performance Standards	
1. Identify and compare celebrations and events from the United States, Mexico, and Canada.	184-185, 186-187, 196-199
K-4 Benchmark I-D—Skills: Understand time passage and chronology.	
Performance Standards	
1. Demonstrate the use of timelines in order to show events in relation to one another.	146-147, 164-167, 180, 252-253
<u>Strand: Geography</u> 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 environments.	
K-4 Benchmark II-A: 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 Standards	
1. Understand maps and globes as representations of places and phenomena.	E8-E9, H20-H21, H22-H23, 54-55, 120-121, 190-191, 200-201, 227

New Mexico Social Studies Standards	Scott Foresman Social Studies
2. Identify and use the four cardinal directions to locate places in community, state, and tribal districts.	60-61, 84, 131
3. Create, use, and describe simple maps to identify locations within familiar places (e.g., classroom, school, community, state).	H24-H25, 54-55, 74-77, 83, 120-121, 131
K-4 Benchmark II-B: 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 Standards	
1. Identify and classify characteristics of places as human or natural.	H18-H19, 138-1339, 150-153, 154-155, 162-163, R10-R11
2. Identify how traditional tribal and local folklore attempt to explain weather, characteristics of places, and human origins and relationships.	Can be developed from 142-145, 150-152, 153-154
K-4 Benchmark II-C: 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 Standards	
1. Identify examples of and uses for natural resources in the community, state, and nation.	156-159, 160-161, 162-163, 170-173, 174-175
2. Describe the human characteristics of places such as housing types and professions.	E2-E3, 48-49, 56-57, 58-59, 164-167

New Mexico Social Studies Standards	Scott Foresman Social Studies
K-4 Benchmark II-D: Understand how physical processes shape the Earth's surface patterns and biosystems.	
Performance Standards	
1. Describe the Earth-Sun relationship and how it affects living conditions on Earth.	Can be developed from 142-145
K-4 Benchmark II-E: Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.	
Performance Standards	
1. Identify characteristics of culture (e.g., language, customs, religion, shelter).	E10-E11, 12-13, 62-65, 66-67, 190-121, 192-193, 194-195, 208-209, 210-212, 212-215, 224-225, 242-243, 244-245, 258-261, 262-263
K-4 Benchmark II-F: Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.	
Performance Standards	
1. Describe the role of resources in daily life.	136-137, 156-159, 160-161, 162-163, 170-173, 174-175, 190-191
2. Describe ways that humans depend upon, adapt to, and affect the physical environment.	H16-H17, 142-145, 148-149, 150-153, 154-155, 156-159, 160-161, 164-167, 170-173, 174-175, 190-191

New Mexico Social Studies Standards	Scott Foresman Social Studies
<u>Strand: Civics and Government</u>	
Content Standard III: 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.	
K-4 Benchmark III-A: Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.	
Performance Standards	
1. Understand the purpose of rules and identify examples of rules and the consequences of breaking them.	22-25, 70-71
2. Describe different groups and rules that apply to them (e.g., families, classrooms, communities).	6-7, 8-9, 14-17, 22-25, 50-53, 70-71
K-4 Benchmark III-B: 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.	
Performance Standards	
1. Identify the President of the United States and the Governor of New Mexico.	E14-E15, 218-221
2. Describe how local, state, tribal and national leaders exemplify the ideals of the communities they represent.	E14-E15, 218-221

New Mexico Social Studies Standards	Scott Foresman Social Studies
K-4 Benchmark III-C: Become familiar with the basic purposes of government in New Mexico and the United States.	
Performance Standards	
1. Describe different ways to determine a decision (e.g., majority rule, consensus, authoritarian [parent, teacher, principal]).	H4-H5, 26-27
K-4 Benchmark III-D: Understand rights and responsibilities of “good citizenship” as members of a family, school and community.	
Performance Standards	
1. Identify examples of honesty, courage, fairness, loyalty, patriotism, and other character traits seen in American history.	E12-E13, H2-H3, 32-33, 68-69, 72-73, 114-115, 122-123, 196-199, 202-205, 206-207, 208-209, 210-211, 2112-215, 216-217, 222-223, 256-257
2. Explain and apply “good citizenship” traits within the school and community using the elements of fair play, good sportsmanship, the idea of treating others the way you want to be treated, and being trustworthy.	E12-E13, E14-E15, H2-H3, H4-H5, 18-19, 32-33, 70-71, 112-113, 160-161

New Mexico Social Studies Standards	Scott Foresman Social Studies
<u>Strand: Economics</u>	
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.	
K-4 Benchmark IV-A: 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 Standards	
1. Understand how resources are limited and varied in meeting human needs.	156-159, 160-161, 162-163, 170-173, 174-175
2. Define and differentiate between needs and wants.	100-101
K-4 Benchmark IV-B: Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.	
Performance Standards	
1. Understand the concept of goods and services.	104-105, 108-111, 116-119, 238-239
2. Understand the condition of not being able to have all of the goods and services one wants.	104-105
3. Understand the value of work.	E4-E5, 88-89, 94-97, 108-111, 134

New Mexico Social Studies Standards	Scott Foresman Social Studies
K-4 Benchmark IV-C: Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.	
Performance Standards	
1. Define the simplest form of exchange (the barter system being the direct trading of goods and services between people).	126-127

**Scott Foresman Social Studies – People and Places
to the
New Mexico Social Studies Content Standards and Benchmarks
Grade Two**

New Mexico Social Studies Standards	Scott Foresman Social Studies
Strand: History	
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.	
K-4 Benchmark I-A—New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.	
Performance Standards	
1. Describe how historical people, groups, and events have influenced the local community.	E2-E3, 66-67, 170-171, 178-179, 202-205, 216-219, 222-225, 228-229, 230-233, 250-253
K-4 Benchmark I-B—United States: Understand connections among historical events, people, and symbols significant to United States history and cultures.	
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]).	Representative Pages: H10-H11, 28-29, 34-35, 66-67, 74-75, 86-87, 116-117, 170-171, 176-177, 178-179, 180-183, 202-205, 210-213, 216-219, 220-221, 222-225, 230-233, 234-235, 250-253, 282-283

New Mexico Social Studies Standards	Scott Foresman Social Studies
K-4 Benchmark I-C—World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries.	
Performance Standards	
1. Describe and compare similarities of the history of peoples in North America through literature (e.g., storytelling, fables, folktales, fairy tales).	H10-H11, 42-43, 384-385
K-4 Benchmark I-D—Skills: Understand time passage and chronology.	
Performance Standards	
1. Correctly sequence historical events.	200-201, 222-225, 226-227, 240
<u>Strand: Geography</u> 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 environments.	
K-4 Benchmark II-A: 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 Standards	
1. Use a variety of maps to locate specific places and regions.	H18-H19, H20-H21, H22-H23, H24-H26, 20-21, 46, 60-61, 93, 124-125, 144, 184-185, 192, 214-215, 239
2. Identify major landforms, bodies of water, and other places of significance in selected countries, continents, and oceans.	H22-H23, H24-H26, 36-39, 56-59, 264-267, 270-271

New Mexico Social Studies Standards	Scott Foresman Social Studies
K-4 Benchmark II-B: 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 Standards	
1. Describe how climate, natural resources, and natural hazards affect activities and settlement patterns.	H24, 62-65, 76-79, 82-85, 202-205, 262-263
2. Explain how people depend on the environment and its resources to satisfy their basic needs.	76-79, 82-85, 202-305
K-4 Benchmark II-C: 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 Standards	
1. Identify ways in which people depend on natural and man-made environments including natural resources to meet basic needs.	76-79, 82-85, 202-205
K-4 Benchmark II-D: Understand how physical processes shape the Earth's surface patterns and biosystems.	
Performance Standards	
1. Describe the physical processes that affect the Earth's features (e.g., weather, erosion).	H24, 62-65
2. Identify characteristics of physical systems (e.g., water cycle).	Can be developed from 56-59, 60-61

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>K-4 Benchmark II-E: Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.</p>	
<p>Performance Standards</p>	
<p>1. Describe how characteristics of culture affect behaviors and lifestyles.</p>	<p>E10-E11, 16-19, 40-41, 180-183, 202-205, 206-207, 208-209, 230-233, 246-247, 250-253, 256-259, 260-261</p>
<p>K-4 Benchmark II-F: Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.</p>	
<p>Performance Standards</p>	
<p>1. Describe ways that people and groups can conserve and replenish natural resources.</p>	<p>E12-E13, 50-51, 76-79, 82-85, 86-87, 202-205</p>
<p><u>Strand: Civics and Government</u> Content Standard III: 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>	
<p>K-4 Benchmark III-A: Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.</p>	
<p>Performance Standards</p>	
<p>1. Understand the purposes of government.</p>	<p>8-11, 148-149, 150-151, 154-157, 160-163, 166-169, 170-171, 172-175, 194</p>
<p>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>4-5, 8-11</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
K-4 Benchmark III-B: 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.	
Performance Standards	
1. Identify local governing officials and explain how their roles reflect their community.	112-115, 148-149, 150-151, 154-157, 160-163, 166-169, 172-175
K-4 Benchmark III-C: Become familiar with the basic purposes of government in New Mexico and the United States.	
Performance Standards	
1. Describe the concept of “public good” and identify local examples of systems that support the “public good.”	E14-E15, 8-11, 12-13, 88-89, 110-111, 112-115, 118-119, 148-149, 154-157, 158-159, 166-169, 170-171, 172-175
K-4 Benchmark III-D: Understand rights and responsibilities of “good citizenship” as members of a family, school and community.	
Performance Standards	
1. Understand characteristics of “good citizenship” as exemplified by historic and ordinary people.	E12-E13, H2-H3, H4-H5, H6-H9, 8-11, 12-13, 88-89, 108-109, 112-115, 116-117, 148-149, 152-153, 154-157, 170-171, 172-175, 180-183, 194
2. Explain the responsibilities of being a member of various groups (e.g. family, school, community).	E12-E13, 6-7, 8-11, 110-111, 112-115, 132-133, 154-157, 158-159, 172-175, 250-253

New Mexico Social Studies Standards	Scott Foresman Social Studies
Strand: Economics	
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.	
K-4 Benchmark IV-A: 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 Standards	
1. Identify economic decisions made by individuals and households and explain how resources are distributed.	104-107, 108-109, 126-129, 130-131
K-4 Benchmark IV-B: Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.	
Performance Standards	
1. Understand the roles of producers and consumers in the production of goods and services.	E4-E5, 68-71, 104-107, 120-123
2. Explain the role of the worker in the local economy.	98-99, 104-107, 112-115, 120-123, 132-133, 140-141
K-4 Benchmark IV-C: Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.	
Performance Standards	
1. Understand that money is the generally accepted medium of exchange in most societies, and that different countries use different currencies.	104-107, 126-129, 138-139

**Scott Foresman Social Studies –
Communities and Ancient Communities
to the
New Mexico Social Studies Content Standards and Benchmarks
Grade Three**

New Mexico Social Studies Standards	Scott Foresman Social Studies
Strand: History	
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.	
K-4 Benchmark I-A—New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.	
Performance Standards	
1. Describe how the lives and contributions of people of New Mexico influenced local communities and regions.	Communities: 200-201
K-4 Benchmark I-B—United States: Understand connections among historical events, people, and symbols significant to United States history and cultures.	
Performance Standards	
1. Describe local events and their connections to state history.	Communities: E2-E3, 114-117, 200-201

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>K-4 Benchmark I-C—World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries.</p>	
<p>Performance Standards</p>	
<p>1. Identify and compare components that create a community in the United States and its neighboring countries.</p>	<p>Communities: 10-15, 18-23, 38-41, 42-45, 48-53</p>
<p>K-4 Benchmark I-D—Skills: Understand time passage and chronology.</p>	
<p>Performance Standards</p>	
<p>1. Interpret information from multiple resources and contexts to determine chronological relationships.</p>	<p>Communities: 87, 248-249, 275</p> <p>Ancient Communities: SE: 4-5, 20-21, 32-33, 46-47, 48-49, 60-61, 76-77 TE: 8,21,29</p>
<p><u>Strand: Geography</u></p> <p>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 environments.</p>	

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>K-4 Benchmark II-A: 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>Performance Standards</p>	
<p>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>Communities: H12-H20, 32-33, 35, 51, 63, 80, 98-99, 101, 110-111, 127, 131, 174, 210, 222-223, 245, 320, 369, 388-389</p> <p>Ancient Communities: SE: 3, 9, 18-19, 29, 30, 47, 59, 64-65, 66-67, 73, 74-75, 80 TE: 12, 26, 28</p>
<p>K-4 Benchmark II-B: 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 Standards</p>	
<p>1. Describe how human and natural processes can sometimes work together to shape the appearance of places (e.g., post-fire reforestation).</p>	<p>Communities: H10-H11, 136-137, 142-147, 148-149, 150-155, 172-175, 178-181</p> <p>Ancient Communities: SE: 2-3, 16-17, 30-31, 44-45, 58-59, 72-73 TE: 8, 12, 16, 20, 24, 28</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>2. Explore examples of environmental and social changes</p>	<p>Communities: H10-H11, 82-83, 142-147, 178-181</p> <p>Ancient Communities: SE: 17, 45, 73 TE: 20</p>
<p>K-4 Benchmark II-C: Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present.</p>	
<p>Performance Standards</p>	
<p>1. Identify personal behaviors that can affect community planning.</p>	<p>Communities: Can be developed from 38-41, 42-45, 48-55</p>
<p>2. Identify ways in which people have modified their environments (e.g., building roads, clearing land for development, mining, and constructing towns and cities).</p>	<p>Communities: H10-H11, 142-147, 148-149, 150-155, 160-165, 172-175, 178-181</p> <p>Ancient Communities: SE: 2-3, 16-17, 44-45, 58-59, 64-65</p>
<p>3. Describe the consequences of human modification of the natural environment (e.g., use of irrigation to improve crop yields, highways).</p>	<p>Communities: H10-H11, 142-147, 148-149, 150-155, 160-165, 172-175, 178-181</p> <p>Ancient Communities: SE: 2-3, 16-17, 44-45, 64-65</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>K-4 Benchmark II-D: Understand how physical processes shape the Earth’s surface patterns and biosystems.</p>	
<p>Performance Standards</p>	
<p>1. Identify the components of the Earth’s biosystems and their makeup (e.g., air, land, water, plants, and animals).</p>	<p>Communities: E8-E9, 138-139, 142-147, 148-149, 150-155, 182-183</p> <p>Ancient Communities: SE: 2-3, 30, 36-37</p>
<p>2. Describe how physical processes shape features on the Earth’s surface.</p>	<p>Communities: E8-E9, 138-139, 142-147, 148-149, 150-155, 172-175</p> <p>Ancient Communities: SE: 2-3, 16-17, 45, 72</p>
<p>K-4 Benchmark II-E: Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.</p>	
<p>Performance Standards</p>	
<p>1. Describe how patterns of culture vary geographically.</p>	<p>Communities: E10-E11, 26-29, 30-32, 54-55, 68-69, 78-81, 93, 104-109, 112-113, 124-125</p> <p>Ancient Communities: SE: 12-13, 26-27, 40-41, 54-55, 68-69, 82-83 TE: 10-14, 18, 22, 26, 30</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>2. Describe how transportation and communication networks are used in daily life.</p>	<p>Communities: 178-181, 188-189, 204-205, 210-211, 242-247, 250-255, 262-263, 264-265, 276-277, 334-339</p> <p>Ancient Communities: SE: 11, 23, 24-25, 31, 38-39, 45, 52, 57</p>
<p>3. Describe how cooperation and conflict affect neighborhoods and communities.</p>	<p>Communities: 82-83, 184-185, 193, 256-257</p>
<p>K-4 Benchmark II-F: Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.</p>	
<p>Performance Standards</p>	
<p>1. Identify the characteristics of renewable and nonrenewable resources.</p>	<p>Communities: 160-165, 166-167, 178-181, 318-323</p>
<p><u>Strand: Civics and Government</u></p> <p>Content Standard III: 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>	
<p>K-4 Benchmark III-A: Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.</p>	

New Mexico Social Studies Standards	Scott Foresman Social Studies
Performance Standards	
1. Explain the basic structure and functions of local governments.	Communities: E14-E15, 354-355, 384-387, 390-395
2. Describe and give examples of “public good.”	Communities: H2-H3, 82-83, 256-257, 361
3. Explain how New Mexico helps to form a nation with other states.	Communities: E14-E15, 187, 200
K-4 Benchmark III-B: 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.	
Performance Standards	
1. Explain how symbols, songs, icons, and traditions combine to reflect various cultures over time.	Communities: E16, 60-61, 66-67, 85, 88-89, 120-123, 350-351 Ancient Communities: SE: 2, 5, 12-13, 26-27, 33, 36-37, 40-41, 51, 54-55, 60-61, 68-69, 76-77, 82-83 TE: 10, 14, 18, 22, 26, 30
K-4 Benchmark III-C: Become familiar with the basic purposes of government in New Mexico and the United States.	
Performance Standards	
1. Describe how the majority protects the rights of the minority.	Communities: 358-361, 366-371, 390-395

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>2. Explain how rules/laws are made and compare different processes used by local, state, tribal, and national governments to determine rules/laws.</p>	<p>Communities: E14-E15, 118-119, 209, 232-233, 358-361, 368-371, 390-395, 398-401</p> <p>Ancient Communities: SE: 8-9, 22-23, 34-35, 50-51</p>
<p>K-4 Benchmark III-D: Understand rights and responsibilities of “good citizenship” as members of a family, school and community.</p>	
<p>Performance Standards</p>	
<p>1. Explain the significance of participation and cooperation in a classroom and community.</p>	<p>Communities: E12-E13, 16-17, 24-25, 76-77, 90-91, 118-119, 256-257, 374-375, 376-379</p>
<p>2. Understands the impact of individual and group decisions on communities in a democratic society.</p>	<p>Communities: E12-E13, 16-17, 24-25, 118-119, 370-371, 390-395, 396-397</p> <p>Ancient Communities: SE: 34-35, 50-51</p>
<p>3. Explain the significance and process of voting.</p>	<p>Communities: 118-119, 378-379, 394-395</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p><u>Strand: Economics</u></p>	
<p>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.</p>	
<p>K-4 Benchmark IV-A: 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).</p>	
<p>Performance Standards</p>	
<p>1. Explain that people want more goods and services than is possible to produce.</p>	<p>Communities: 282-283, 290-295, 300-303, 328-333</p>
<p>2. Define and categorize resources (e.g., human, financial, natural).</p>	<p>Communities: 178-181, 290-295, 306-311, 318-323, 328-333, 340-341</p> <p>Ancient Communities: SE: 3, 10-11, 24, 66-67, 80-81</p>
<p>3. Identify a variety of products that use similar resources.</p>	<p>Communities: 328-333</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>K-4 Benchmark IV-B: Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.</p>	
<p>Performance Standards</p>	
<p>1. Recognize that a market system exists whenever buyers and sellers exchange goods and services.</p>	<p>Communities: E4-E5, 306-311, 334-339</p> <p>Ancient Communities: SE: 38-39, 52-53, 80-81 TE: 18, 22, 30</p>
<p>2. Understand how businesses operate in the United States' free enterprise system.</p>	<p>Communities: E4-E5, 306-311, 334-339</p>
<p>3. Identify examples of economic systems.</p>	<p>Communities: E4-E5, 306-311, 334-339</p> <p>Ancient Communities: SE: 10-11, 24-25, 38-39, 52-53, 64-65 TE: 10, 14, 18, 22, 25, 30</p>
<p>K-4 Benchmark IV-C: Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.</p>	
<p>Performance Standards</p>	
<p>1. Understand the purposes of spending and saving money.</p>	<p>Communities: 282-283, 290-295</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>2. Identify currency, credit, debit, and checks as the basic mediums of exchange in Western society.</p>	<p>Communities: 290-295, 296-297</p> <p>Ancient Communities: SE: 25, 39, 52</p>

**Scott Foresman Social Studies – New Mexico/Regions
to the
New Mexico Social Studies Content Standards and Benchmarks
Grade Four**

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>Strand: History 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.</p>	
<p>K-4 Benchmark I-A—New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.</p>	
<p>Performance Standards</p>	
<p>1. Identify important issues, events, and individuals from New Mexico pre-history to the present.</p>	<p>NEW MEXICO: SE: 46-53, 54-61, 62-71, 74-81, 82-91 TE: 40-43, 44-47, 48-51, 52-55, 56-59 REGIONS: TE: 322-329, 332-343, 346-348, R42-R44</p>
<p>2. Describe the role of contemporary figures and how their contributions and perspectives are creating impact in New Mexico.</p>	<p>NEW MEXICO: SE: 17, 130-137, R5 TE: 80-83 REGIONS: TE: 316, 342-329, 332-337, R42-R44</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>K-4 Benchmark I-B—United States: Understand connections among historical events, people, and symbols significant to United States history and cultures.</p>	
<p>Performance Standards</p>	
<p>1. Describe local events and their connections and relationships to national history.</p>	<p>NEW MEXICO: SE: 82-91 TE: 56-59 REGIONS: TE: 222, 324-329, 332-337, R42-R44</p>
<p>K-4 Benchmark I-C—World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries.</p>	
<p>Performance Standards</p>	
<p>1. Explain how historical events, people, and culture influence present day Canada, Mexico, and the United States (e.g., food, art, shelter, language).</p>	<p>NEW MEXICO: SE: 130-137 TE: 80-83 REGIONS: TE: 38-44, 124-133, 136-146, 188-199, 202-207, 210-213, 256-259, 264-283, 324-329, 332-349, 394-407, 410-415</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
K-4 Benchmark I-D—Skills: Understand time passage and chronology.	
Performance Standards	
1. Describe and explain how historians and archaeologists provide information about people in different time periods.	NEW MEXICO: SE: 46-53 TE: 40-43 REGIONS: TE: E2-E3, H4-H6, 38-44, 126-129, 140-141, 188-192, 194-199, 256-259, 268-269, 324-328, 330-331, 344-345, 394-397

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>Strand: Geography 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 environments.</p>	
<p>K-4 Benchmark II-A: 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>Performance Standards</p>	
<p>1. Apply geographic tools of title, grid system, legends, symbols, scale, and compass rose to construct and interpret maps.</p>	<p>NEW MEXICO: SE: 7, 31, 48, 59, 60, 69, 70, 72-73, 75, 78, 80, 94, 110, 125, 135, R1-3 REGIONS: TE: Representative Pages: H10-H22, 19, 24-25, 40, 54-55, 83, 86-87, 105, 133, 144, 167, 170-171, 174, 279, 333, 341, 387, 402, 408-409, 414</p>
<p>2. Translate geographic information into a variety of formats such as graphs, maps, diagrams, and charts.</p>	<p>NEW MEXICO: SE: 32, 34, 39, 90, 118 REGIONS: TE: 15, 85, 93, 155, 213, 217, 245, 259, 274, 289, 348</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>3. Draw conclusions and make generalizations from geographic information and inquiry.</p>	<p>NEW MEXICO: SE: 28-29, 44, 71, 81, 91, 104-105 REGIONS: TE: E8, 10-33, 93-94, 104-109, 112-121, 142-146, 152-153, 166-183, 185, 232-239, 242-251, 300-304, 308-317, 346-349, 368-375, 378-388, 408-409, 419, 423</p>
<p>K-4 Benchmark II-B: 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 Standards</p>	
<p>1. Identify a region as an area with unifying characteristics (e.g., human, weather, agriculture, industry, natural characteristics).</p>	<p>NEW MEXICO: SE: 6-15, 18-27 TE: 20-23, 24-27 REGIONS: TE: 10-15, 18-23, 26-31, 104-109, 112-119, 166-169, 172-175, 178-183, 232-237, 242-251, 300-304, 308-311, 314-317, 368-373, 378-388</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>2. Describe the regions of New Mexico, the United States, and the Western Hemisphere.</p>	<p>NEW MEXICO: SE: 6-15 TE: 20-23 REGIONS: TE: 10-15, 18-23, 26-31, 104-109, 112-119, 166-169, 172-175, 178-183, 232-237, 242-251, 300-304, 308-311, 314-317, 368-373, 378-388</p>
<p>3. Identify ways in which different individuals and groups of people view and relate to places and regions.</p>	<p>NEW MEXICO: SE: 46-53, 130-137 TE: 40-43, 80-83 REGIONS: TE: Representative Pages: 10-23, 26-31, 38-44, 104-109, 112-121, 126-133, 142-146, 152-153, 166-169, 172-183, 188-199, 202-207, 232-237, 242-251, 256-259, 264-266, 276-282, 300-304, 308-317, 324-328, 332-349</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>K-4 Benchmark II-C: Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present.</p>	
<p>Performance Standards</p>	
<p>1. Explain how geographic factors have influenced people, including settlement patterns and population distribution in New Mexico, past and present.</p>	<p>NEW MEXICO: SE: 6-15, 18-27, 38-43 TE: 20-23, 24-27, 32-35 REGIONS: TE: Representative Pages: 10-23, 26-31, 38-44, 66-71, 104-109, 112-121, 126-133, 142-146, 166-169, 172-183, 188-192, 194-199, 210-213, 232-237, 242-251, 270-274, 300-304, 308-317, 368-375, 400-406</p>
<p>2. Describe how environments, both natural and man-made, have influenced people and events over time, and describe how places change.</p>	<p>NEW MEXICO: SE: 18-27 TE: 24-27 REGIONS: TE: Representative Pages: 10-23, 26-31, 38-44, 66-71, 104-109, 112-121, 126-133, 142-146, 166-169, 172-183, 188-192, 194-199, 210-213, 232-237, 242-251, 270-274, 300-304, 308-317, 368-375, 400-406</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>3. Understand how visual data (e.g., maps, graphs, diagrams, tables, charts) organizes and presents geographic information.</p>	<p>NEW MEXICO: SE: 32, 34, 39, 90, 118 REGIONS: TE: 24-25, 54-55, 86-87, 110-111, 134-135, 170-171, 240-241, 408-409</p>
<p>K-4 Benchmark II-D: Understand how physical processes shape the Earth’s surface patterns and biosystems.</p>	
<p>Performance Standards</p>	
<p>1. Explain how the Earth-Sun relationships produce day and night, seasons, major climatic variations, and cause the need for time zones.</p>	<p>NEW MEXICO: SE: 18-27 TE: 24-27 REGIONS: TE: 18-23, 54-55, 63, 104-109, 172-177, 246-251, 308-313, 378-383</p>
<p>2. Describe the four provinces (plains, mountains, plateau, and basin and range) that make up New Mexico’s land surface (geographic conditions).</p>	<p>NEW MEXICO: SE: 6-15 TE: 20-23 REGIONS TE: 10-15, 308-311, 424, R36-R40</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>K-4 Benchmark II-E: Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.</p>	
<p>Performance Standards</p>	
<p>1. Describe how cultures change.</p>	<p>NEW MEXICO: SE: 38-43, 46-53, 92 TE: 32-35, 40-43 REGIONS: TE: 38-44, 80-85, 126-129, 136-146, 188-193, 202-207, 256-261, 324-328, 394-399</p>
<p>2. Describe how geographic factors influence the location and distribution of economic activities.</p>	<p>NEW MEXICO: SE: 6-15, 30-37, 116-123 TE: 20-23, 28-31, 72-75 REGIONS: TE: 66-85, 112-121, 178-183, 232-237, 242-249, 314-317, 384-388</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>3. Describe types and patterns of settlements.</p>	<p>NEW MEXICO: SE: 18-27, 38-43 TE: 24-27, 32-35 REGIONS: TE: 10-15, 66-71, 142-146, 210-213, 246-251, 270-274, 338-348, 400-406</p>
<p>4. Identify the causes of human migration.</p>	<p>NEW MEXICO: SE: 54-61 TE: 44-47 REGIONS: TE: 38-44, 66-71, 130-133, 142-146, 210-213, 276-282, 338-343, 400-406, 410-417</p>
<p>5. Describe how and why people create boundaries and describe types of boundaries.</p>	<p>NEW MEXICO: SE: 7, 62-71, 74-81, 110, 111, 112-113, 125 TE: 48-51, 52-55 REGIONS: TE: H16, 10-15, 54-55, 63, 202-206</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>K-4 Benchmark II-F: Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.</p>	
<p>Performance Standards</p>	
<p>1. Identify the distributions of natural and man-made resources in New Mexico, the Southwest, and the United States.</p>	<p>NEW MEXICO: SE: 30-37 TE: 28-31 REGIONS: TE: 26-31, 66-85, 112-121, 178-183, 232-237, 242-249, 314-317, 384-388</p>
<p><u>Strand: Civics and Government</u> Content Standard III: 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>	
<p>K-4 Benchmark III-A: Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.</p>	

New Mexico Social Studies Standards	Scott Foresman Social Studies
Performance Standards	
<p>1. Explain how the organization of New Mexico’s government changed during its early history.</p>	<p>NEW MEXICO: SE: 82-91, 106-115 TE: 56-59, 64-67, 68-71 REGIONS: TE: Can be developed from: 46-52, 56-59, R36-R44</p>
<p>2. Compare how the State of New Mexico serves national interests and the interests of New Mexicans.</p>	<p>NEW MEXICO: SE: 82-91, 106-115, 124-128 TE: 64-67, 68-71, 76-79 REGIONS: TE: Can be developed from: 46-52, 56-59, R36-R44</p>
<p>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>	<p>NEW MEXICO: SE: 96-103, 106-115 TE: 64-67, 68-71 REGIONS: TE: 46-52, 56-59</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>K-4 Benchmark III-B: 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 Standards</p>	
<p>1. Describe various cultures and the communities they represent, and explain how they have evolved over time.</p>	<p>NEW MEXICO: SE: 46-53, 62-71 TE: 40-43, 48-51 REGIONS: TE: E10-E11, 38-44, 72-82, 126-1336, 142-146, 188-193, 202-207, 256-261, 324-329, 332-345, 394-406</p>
<p>K-4 Benchmark III-C: Become familiar with the basic purposes of government in New Mexico and the United States.</p>	
<p>Performance Standards</p>	
<p>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>	<p>NEW MEXICO: SE: 96-103, 106-115 TE: 64-67, 68-71 REGIONS: TE: Can be developed from: 46-52, 56-59</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
K-4 Benchmark III-D: Understand rights and responsibilities of “good citizenship” as members of a family, school and community.	
Performance Standards	
1. Explain the difference between rights and responsibilities, why we have rules and laws, and the role of citizenship in promoting them.	NEW MEXICO: SE: 96-103, 106-115 TE: 64-67, 68-71 REGIONS: TE: E2-E3, E12-E15, 46-52, 56-59
2. Examine issues of human rights.	NEW MEXICO: SE: 55, 62-71, 93, 129 TE: 48-51 REGIONS: TE: E2-E3, E12-E15, 56-59, 136-141, 202-207

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>Strand: Economics 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.</p>	
<p>K-4 Benchmark IV-A: 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).</p>	
<p>Performance Standards</p>	
<p>1. Understand when choices are made that those choices impose “opportunity costs.”</p>	<p>NEW MEXICO: SE: 122-123 REGIONS: TE: 78</p>
<p>2. Describe different economic, public, and/or community incentives (wages, business profits, amenities rights for property owners and renters).</p>	<p>NEW MEXICO: SE: 116-123 TE: 72-75 REGIONS: TE: E4-E5, 72-79</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>3. Illustrate how resources can be used in alternative ways and, sometimes, allocated to different users.</p>	<p>NEW MEXICO: SE: 116-123 TE: 72-75 REGIONS: TE: 26-31, 112-119, 178-183, 242-251, 264-266, 314-317, 384-388, 400-406</p>
<p>4. Explain why there may be unequal distribution of resources (e.g., among people, communities, states, nations).</p>	<p>NEW MEXICO: SE: 18-27, 30-37, 116-123, 124-128 TE: 24-27, 28-31, 72-75, 76-79 REGIONS: TE: 26-31, 66-85, 112-121, 178-183, 232-237, 242-249, 314-317, 384-388</p>
<p>5. Understand and explain how conflict may arise between private and public incentives (e.g., new parks, parking structures).</p>	<p>NEW MEXICO: SE: 116-123 TE: 72-75 REGIONS: TE: 416-417</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>K-4 Benchmark IV-B: Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.</p>	
<p>Performance Standards</p>	
<p>1. Understand how the characteristics and benefits of the free enterprise system in New Mexico compares to other economic systems in New Mexico (e.g., acequia systems).</p>	<p>NEW MEXICO: SE: 33, 116-123 TE: 72-75 REGIONS: TE: Can be developed from: E4-E5, 72-85</p>
<p>2. Explain that government raises money by taxing and borrowing to pay for the goods and services it provides.</p>	<p>NEW MEXICO: SE: 106-115 TE: 68-71 REGIONS: TE: 58</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>K-4 Benchmark IV-C: Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.</p>	
<p>Performance Standards</p>	
<p>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).</p>	<p>NEW MEXICO: SE: 74-81, 82-91, 116-123 TE: 52-55, 56-59, 72-75 REGIONS: TE: 80-85, 314-317, 338-345, R40-R41</p>
<p>2. Explain how New Mexico, the United States, and other parts of the world are economically interdependent.</p>	<p>NEW MEXICO: SE: 116-123, 124-128 TE: 72-75, 76-79 REGIONS: TE: 72-79</p>
<p>3. Explain that banks handle currency and other forms of money and serve as intermediaries between savers and borrowers.</p>	<p>NEW MEXICO: SE: 116-123 TE: 72-75 REGIONS: TE: Can be developed from 72-79</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>4. Explain that money can be used to express the “market value” of goods and services in the form of prices.</p>	<p>NEW MEXICO: SE: 117 REGIONS: TE: Can be developed from 72-79</p>
<p>5. Use data to explain an economic pattern.</p>	<p>NEW MEXICO: SE: 118, 126 REGIONS: TE: 72-79, 112-119, 142-146, 178-183, 210-213, 246-249, 264-274, 276-282, 314-317, 338-343, 384-388, 400-406, 410-415</p>

**Scott Foresman Social Studies – The United States
to the
New Mexico Social Studies Content Standards and Benchmarks
Grade Five**

New Mexico Social Studies Standards	Scott Foresman Social Studies
<u>Strand: History</u>	
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.	
5-8 Benchmark I-A—New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.	
Performance Standards	
1. Describe changes of governance of New Mexico (e.g., indigenous, Spanish, Mexican, French, Texan, United States).	146-149, 234-236
2. Explain the reasons for European exploration of the Americas.	110-115, 134-139
5-8 Benchmark I-B—United States: 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.	
Performance Standards	
1. Explain the motivations for the European exploration of the Americas (e.g., Leif Ericson, Christopher Columbus, John Cabot, Hernán Cortez, Jacques Cartier, Henry Hudson)	110-115, 134-139

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>2. Describe and explain the reasons for colonization, to include:</p> <ul style="list-style-type: none"> • 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). 	156-162, 164-167, 168-173, 176-182, 184-185
<p>3. Explain the significance of major historical documents (e.g., the Mayflower Compact, the Declaration of Independence, <i>Federalist Papers</i>, United States Constitution, Bill of Rights, the Gettysburg Address).</p>	2-3, 14-17, 170, 296-300, 344-350, 352-355, 402-406, 435, 500, 508
<p>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).</p>	50-51, 136, 138, 149, 171, 246-251
<p>5. Describe how the introduction of slavery into the Americas, and especially the United States, laid a foundation for conflict.</p>	150, 224-227

New Mexico Social Studies Standards	Scott Foresman Social Studies
6. Explain early representative government and identify democratic practices that emerged (e.g., Iroquois Nation model, town meetings, assemblies).	76-80, 162, 278, 281, 296-300
5-8 Benchmark I-C—World: Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration.	
Performance Standards	
1. Describe the characteristics of early societies, including the development of tools and adaptation to environments.	60-64, 66-71, 76-80, 82-85, 88-91, 94-97
2. Identify, describe, and explain the political, religious, economic and social conditions in Europe that led to the Era of Colonization.	112, 169
3. Identify the European countries that colonized the North American continent and their areas of settlement.	144, 146-150, 164-167, 176-182, 232-236, 240-245
4. Describe the development of slavery as a widespread practice that limits human freedoms and potentials.	150, 224-227, 418, 421, 422-423, 464-467, 468-469, 470-474, 475

New Mexico Social Studies Standards	Scott Foresman Social Studies
5-8 Benchmark I-D—Skills: Research historical events and people from a variety of perspectives.	
Performance Standards	
1. Differentiate between, locate, and use primary and secondary sources (e.g., computer software, interviews, biographies, oral histories, print, visual material, artifacts) to acquire information.	Representative Pages: E2-E3, 2-3, 37, 56, 70-71, 126-127, 188-189, 194-195, 208-209, 260-261, 284-285, 327, 330-331, 356-357, 388-389, 394-395, 456-457, 530-531, 584-585, 594-595
2. Use resources for historical information (e.g., libraries, museums, historical societies, courthouse, world wide web, family records, elders).	Representative Pages: E2-E3, 38, 69, 86-87, 104, 208-209, 220, 243, 284-285, 356-357, 422-423, 521, 567, 582, 606-607, 622, 630, 648, 655, 676
3. Gather, organize, and interpret information using a variety of media and technology.	Representative Pages: E2-E3, 38, 69, 86-87, 104, 208-209, 220, 243, 284-285, 356-357, 422-423, 521, 567, 582, 606-607, 622, 630, 648, 655, 676
4. Show the relationship between social contexts and events.	402-406, 416-420, 421, 422-423, 568-574, 602-605, 616-623, 642-644, 645, 646-648, 649, 658-667
5. Use effective communication skills and strategies to share research findings.	44, 124, 192, 257, 258, 328, 356-357, 392, 453, 454, 527, 528, 592, 676
<u>Strand: Geography</u>	
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 environments.	
5-8 Benchmark II-A: 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.	

New Mexico Social Studies Standards	Scott Foresman Social Studies
Performance Standards	
1. Make and use different kinds of maps, globes, charts, and databases.	Representative Pages: 8-9, 12-13, 20, 32-33, 43, 58-59, 73, 116-117, 119, 122, 140-141, 152, 244-245, 378-379, 387, 391, 512-513, 523, 542-543, 656-657
2. Demonstrate how different areas of the United States are organized and interconnected.	24-30, 176-182, 370-376, 430-436, 438-441, 442-445, 464-465, 538-541
3. Identify and locate each of the fifty states and capitals of the United States.	26-27, R12-R13
4. Identify tribal territories within states.	60-64, 76-80, 82-85, 88-91, 94-97, 554-557
5. Employ fundamental geographic vocabulary (e.g., latitude, longitude, interdependence, accessibility, connections).	Representative Pages: E8-E9, H10-H11, H12-H15, H16-H22, 20, 30, 34-38, 55, 58-59, 62, 63, 77, 140-141, 244-245, 372, 378-379, 411, 604, 658-659, R16-R17
6. Demonstrate a relational understanding of time zones.	H20, 542-543, 559, 591
7. Use spatial organization to communicate information	30, 101, 109, 155, 182, 291, 366, 391, 537
8. Identify and locate natural and man-made features of local, regional, state, national, and international locales.	Representative Pages: E8-E9, H10-H11, 24-30, 34-38, 76-80, 82-85, 88-91, 94-97, 102-104, 106-109, 156-162, 176-182, 210-214, 240-243, 370-376, 430-436, 438-441, 442-445, 538-541, 546-552

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>5-8 Benchmark II-B: 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.</p>	
<p>Performance Standards</p>	
<p>1. Describe human and natural characteristics of places.</p>	<p>Representative Pages: E10-E11, H10-H11, 24-30, 58-59, 76-80, 88-91, 102-104, 106-109, 176-182, 210-214, 370-376, 430-436, 438-441, 442-445, 538-541, 678-679, 682-683, 686-687, 688-689, 690-691</p>
<p>2. Describe similarities and differences among regions of the globe, and their patterns of change.</p>	<p>60-64, 66-69, 76-80, 82-85, 88-91, 94-97, 102-104, 106-109, 176-182, 677-691</p>
<p>5-8 Benchmark II-C: Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes.</p>	
<p>Performance Standards</p>	
<p>1. Describe how man-made and natural environments have influenced conditions in the past.</p>	<p>54-57, 60-64, 102-104, 106-109, 176-182, 210-214, 370-376, 430-436, 438-441, 442-445, 464-467, 538-541, 546-552, 621</p>
<p>2. Identify and define geographic issues and problems from accounts of current events.</p>	<p>34-38, 678-679, 682-683, 686-687, 688-689, 690-691</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
5-8 Benchmark II-D: Explain how physical processes shape the Earth’s surface patterns and biosystems.	
Performance Standards	
1. Explain how the four provinces of New Mexico’s land surface (plains, mountains, plateau, and basin and range) support life.	Can be developed from 24-30, 435
5-8 Benchmark II-E: Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.	
Performance Standards	
1. Explain how physical features influenced the expansion of the United States.	342, 370-376, 394-395, 438-441, 442-445, 534-535, 544-545, 578-579
5-8 Benchmark II-F: Understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution, and relative importance of resources.	
Performance Standards	
1. Understand how resources impact daily life.	34-38

New Mexico Social Studies Standards	Scott Foresman Social Studies
<u>Strand: Civics and Government</u>	
Content Standard III: 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.	
5-8 Benchmark III-A: Understand the structure, functions, and powers of government (local, state, tribal and national).	
Performance Standards	
1. Explain how the three branches of national government function and understand how they are defined in the United States Constitution.	14-17, 338-343, 344-350, 352-355, 362-366
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).	2-3, 4-5, 6-11, 14-17, 310-311, 344-350, 352-355, 424-425, 642-648
3. Identify and describe the significance of American symbols, landmarks, and essential documents (e.g., Declaration of Independence; United States Constitution; Bill of Rights; <i>Federalist Papers</i> ; Washington, DC; Liberty Bell; Gettysburg Address; Statute of Liberty; government to government accords; Treaty of Guadalupe Hildago; Gadsden Purchase).	E14-E15, E16, H10-H11, 2-3, 11, 14-17, 296-300, 344-350, 352-355, 402-406, 435, 500, 508, 530-531, 569, 653

New Mexico Social Studies Standards	Scott Foresman Social Studies
4. Compare and contrast the basic government sovereignty of local, state, tribal, and national governments.	334-335, 344-350
5-8 Benchmark III-B: 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.	
Performance Standards	
1. Explain the significance and importance of American customs, symbols, landmarks, and celebrations.	E12-E13, E14-E-15, E16, H10-H11, 11, 363, 569, 653
2. Identify and summarize contributions of various racial, ethnic, and religious groups to national identity.	4-5, 6-11, 92-93, 436
3. Describe selected ethnic and religious customs and celebrations that enhance local, state, tribal, and national identities.	E10-E11, 436
5-8 Benchmark III-C: Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government.	
Performance Standards	

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>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"> • colonists’ and Native Americans’ shared sense of individualism, independence, and religious freedom that developed before the Revolution • Articles of Confederation • purpose of the Constitutional Convention • natural rights expressed in the Declaration of Independence 	<p>76-80, 296-300, 334-335, 338-343, 344-350,352-355</p>
<p>2. Describe the contributions and roles of major individuals, including George Washington, James Madison, and Benjamin Franklin.</p>	<p>Representative Pages: 48-49, 128-129, 196-197, 221, 262-263, 283, 301, 332-333, 351, 362-366, 370-376, 396-397, 407, 437, 458-459, 483, 532-533, 583, 596-597, 623</p>
<p>5-8 Benchmark III-D: Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries.</p>	
<p>Performance Standards</p>	

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>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>310-311, 344-350, 352-355, 418-419, 642-644, 645, 646-647</p>
<p>Strand: Economics</p> <p>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.</p>	
<p>5-8 Benchmark IV-A: 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.</p>	
<p>Performance Standards</p>	
<p>1. Understand the impact of supply and demand on consumers and producers in a free enterprise system.</p>	<p>E4-E5, 18-22</p>
<p>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).</p>	<p>202-207, 408-413, 546-552, 562-567, 568-574, 576-577</p>
<p>3. Describe the aspects of trade.</p>	<p>20, 50-51, 102-104, 106-109, 206-207</p>
<p>4. Explain how voluntary trade is not coercive.</p>	<p>20</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
5-8 Benchmark IV-B: 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.	
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?	E4-E5, 18-22
2. Identify the influence of bordering countries (Canada and Mexico) on United States commerce.	Can be developed from 20, 678-681, 682-685
5-8 Benchmark IV-C: Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world.	
Performance Standards	
1. Understand basic economic patterns of early societies (e.g., hunter-gathers, early farming, business).	54-57, 60-64, 76-80, 82-85, 88-91, 102-104, 106-109
2. Understand the economic motivation of exploration and colonization by colonial powers.	110-115, 134-139

**Scott Foresman Social Studies – Building a Nation
to the
New Mexico Social Studies Content Standards and Benchmarks
Grade Five**

New Mexico Social Studies Standards	Scott Foresman Social Studies
<u>Strand: History</u>	
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.	
5-8 Benchmark I-A—New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.	
Performance Standards	
1. Describe changes of governance of New Mexico (e.g., indigenous, Spanish, Mexican, French, Texan, United States).	146-149, 234-236
2. Explain the reasons for European exploration of the Americas.	110-115, 134-139
5-8 Benchmark I-B—United States: 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.	

New Mexico Social Studies Standards	Scott Foresman Social Studies
Performance Standards	
1. Explain the motivations for the European exploration of the Americas (e.g., Leif Ericson, Christopher Columbus, John Cabot, Hernán Cortez, Jacques Cartier, Henry Hudson)	110-115, 134-139
2. Describe and explain the reasons for colonization, to include: <ul style="list-style-type: none"> • 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). 	156-162, 164-167, 168-173, 176-182, 184-185
3. Explain the significance of major historical documents (e.g., the Mayflower Compact, the Declaration of Independence, <i>Federalist Papers</i>, United States Constitution, Bill of Rights, the Gettysburg Address).	2-3, 14-17, 170, 296-300, 344-350, 352-355
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).	50-51, 136, 138, 149, 171, 246-251

New Mexico Social Studies Standards	Scott Foresman Social Studies
5. Describe how the introduction of slavery into the Americas, and especially the United States, laid a foundation for conflict.	150, 224-227
6. Explain early representative government and identify democratic practices that emerged (e.g., Iroquois Nation model, town meetings, assemblies).	76-80, 162, 278, 281
5-8 Benchmark I-C—World: Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration.	
Performance Standards	
1. Describe the characteristics of early societies, including the development of tools and adaptation to environments.	60-64, 66-71, 76-80, 82-85, 88-91, 94-97
2. Identify, describe, and explain the political, religious, economic and social conditions in Europe that led to the Era of Colonization.	112, 169
3. Identify the European countries that colonized the North American continent and their areas of settlement.	144, 146-150, 164-167, 176-182, 232-236, 240-245
4. Describe the development of slavery as a widespread practice that limits human freedoms and potentials.	150, 224-227, 418, 421, 422-423, 464-467, 468-469, 470-474, 475

New Mexico Social Studies Standards	Scott Foresman Social Studies
5-8 Benchmark I-D—Skills: Research historical events and people from a variety of perspectives.	
Performance Standards	
1. Differentiate between, locate, and use primary and secondary sources (e.g., computer software, interviews, biographies, oral histories, print, visual material, artifacts) to acquire information.	Representative Pages: E2-E3, 2-3, 37, 46-47, 56, 70-71, 79, 86-87, 126-127, 188-189, 194-195, 208-209, 250-261, 284-285, 327, 330-331, 356-357, 388-389, 394-395, 456-457
2. Use resources for historical information (e.g., libraries, museums, historical societies, courthouse, world wide web, family records, elders).	E2-E3, 38, 69, 86-87, 99, 208-209, 220, 243, 284-285, 356-357, 422-423, 521
3. Gather, organize, and interpret information using a variety of media and technology.	E2-E3, 38, 69, 86-87, 99, 208-209, 220, 243, 284-285, 356-357, 422-423, 521
4. Show the relationship between social contexts and events.	402-406, 416-420, 421, 422-423
5. Use effective communication skills and strategies to share research findings.	44, 124, 191, 192, 257, 258, 327, 328, 356-357, 392, 453, 454, 527, 528
<u>Strand: Geography</u>	
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 environments.	
5-8 Benchmark II-A: 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.	

New Mexico Social Studies Standards	Scott Foresman Social Studies
Performance Standards	
1. Make and use different kinds of maps, globes, charts, and databases.	Representative Pages:8-9, 12-13, 20, 32-33, 43, 58-59, 73, 116-117, 119, 122, 140-141, 153, 244-245, 378-379, 387, 391, 512-513, 523
2. Demonstrate how different areas of the United States are organized and interconnected.	24-30, 176-182, 370-376, 430-436, 438-441, 442-445, 464-465
3. Identify and locate each of the fifty states and capitols of the United States.	26-27, R12-R13
4. Identify tribal territories within states.	60-64, 76-80, 82-85, 88-91, 94-97
5. Employ fundamental geographic vocabulary (e.g., latitude, longitude, interdependence, accessibility, connections).	E8-E9, H10-H11, H12-H15, H16-H22, 29, 30, 34-38, 55, 58-59, 62, 63, 77, 140-141, 244-245, 378-379, R 16-R17
6. Demonstrate a relational understanding of time zones.	H20
7. Use spatial organization to communicate information	30, 101, 109, 155, 182, 291, 366, 391
8. Identify and locate natural and man-made features of local, regional, state, national, and international locales.	E8-E9, H10-H11, 24-30, 34-38, 76-80, 82-85, 88-91, 94-97, 102-104, 106-109, 156-162, 176-182, 210-214, 240-243, 370-376, 430-436, 438-441, 442-445

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>5-8 Benchmark II-B: 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.</p>	
<p>Performance Standards</p>	
<p>1. Describe human and natural characteristics of places.</p>	<p>Representative Pages: E8-E9, E10-E11, H10-H11, 24-30, 34-38, 58-59, 76-80, 82-85, 88-91, 94-97, 102-104, 106-109, 156-162, 176-182, 210-214, 240-243, 370-376, 430-436, 438-441, 442-445</p>
<p>2. Describe similarities and differences among regions of the globe, and their patterns of change.</p>	<p>60-64, 66-69, 76-80, 82-85, 88-91, 102-104, 106-109, 176-182</p>
<p>5-8 Benchmark II-C: Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes.</p>	
<p>Performance Standards</p>	
<p>1. Describe how man-made and natural environments have influenced conditions in the past.</p>	<p>54-57, 60-64, 102-104, 106-109, 176-182, 210-214, 370-376, 430-436, 438-441, 442-445, 464-467</p>
<p>2. Identify and define geographic issues and problems from accounts of current events.</p>	<p>34-38</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
5-8 Benchmark II-D: Explain how physical processes shape the Earth’s surface patterns and biosystems.	
Performance Standards	
1. Explain how the four provinces of New Mexico’s land surface (plains, mountains, plateau, and basin and range) support life.	Can be developed from 24-30, 435
5-8 Benchmark II-E: Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.	
Performance Standards	
1. Explain how physical features influenced the expansion of the United States.	342, 370-376, 394-395, 438-441, 442-445
5-8 Benchmark II-F: Understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution, and relative importance of resources.	
Performance Standards	
1. Understand how resources impact daily life.	34-38

New Mexico Social Studies Standards	Scott Foresman Social Studies
<u>Strand: Civics and Government</u>	
Content Standard III: 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.	
5-8 Benchmark III-A: Understand the structure, functions, and powers of government (local, state, tribal and national).	
Performance Standards	
1. Explain how the three branches of national government function and understand how they are defined in the United States Constitution.	14-17, 338-343, 344-350, 352-355, 362-366
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).	2-3, 4-5, 6-11, 14-17, 310-311, 344-350, 352-255, 424-425
3. Identify and describe the significance of American symbols, landmarks, and essential documents (e.g., Declaration of Independence; United States Constitution; Bill of Rights; <i>Federalist Papers</i> ; Washington, DC; Liberty Bell; Gettysburg Address; Statute of Liberty; government to government accords; Treaty of Guadalupe Hildago; Gadsden Purchase).	E14-E15, E16, 2-3, 11, 14-17, 296-300, 352-355, 344-350, 402-406, 425, 500, 508

New Mexico Social Studies Standards	Scott Foresman Social Studies
4. Compare and contrast the basic government sovereignty of local, state, tribal, and national governments.	334-335, 344-350
5-8 Benchmark III-B: 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.	
Performance Standards	
1. Explain the significance and importance of American customs, symbols, landmarks, and celebrations.	E12-E13, E14-E15, E16, 11, 171, 363
2. Identify and summarize contributions of various racial, ethnic, and religious groups to national identity.	4-5, 6-11, 92-93, 436
3. Describe selected ethnic and religious customs and celebrations that enhance local, state, tribal, and national identities.	E10-E11, 436
5-8 Benchmark III-C: Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government.	
Performance Standards	

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>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"> • colonists’ and Native Americans’ shared sense of individualism, independence, and religious freedom that developed before the Revolution • Articles of Confederation • purpose of the Constitutional Convention • natural rights expressed in the Declaration of Independence 	76-80, 296-300, 334-335, 338-343, 344-350, 352-355
<p>2. Describe the contributions and roles of major individuals, including George Washington, James Madison, and Benjamin Franklin.</p>	48-49, 128-129, 196-197, 221, 262-263, 283, 301, 332-333, 351, 362-366, 370-376, 396-397, 458-459
<p>5-8 Benchmark III-D: Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries.</p>	
<p>Performance Standards</p>	
<p>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>	310-311, 344-350, 352-355, 418-419

New Mexico Social Studies Standards	Scott Foresman Social Studies
<u>Strand: Economics</u>	
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.	
5-8 Benchmark IV-A: 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.	
Performance Standards	
1. Understand the impact of supply and demand on consumers and producers in a free enterprise system.	E4-E5, 18-22
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).	202-207, 408-413
3. Describe the aspects of trade.	20, 50-51, 102-104, 106-109, 206-207
4. Explain how voluntary trade is not coercive.	20
5-8 Benchmark IV-B: 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.	
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?	E4-E5, 18-22

New Mexico Social Studies Standards	Scott Foresman Social Studies
2. Identify the influence of bordering countries (Canada and Mexico) on United States commerce.	Can be developed from 20
5-8 Benchmark IV-C: Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world.	
Performance Standards	
1. Understand basic economic patterns of early societies (e.g., hunter-gathers, early farming, business).	54-57, 60-64, 76-80, 82-85, 88-91, 102-104, 106-109
2. Understand the economic motivation of exploration and colonization by colonial powers.	110-115, 134-139

**Scott Foresman Social Studies – Growth of a Nation
to the
New Mexico Social Studies Content Standards and Benchmarks
Grade Five**

New Mexico Social Studies Standards	Scott Foresman Social Studies
<u>Strand: History</u>	
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.	
5-8 Benchmark I-A—New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.	
Performance Standards	
1. Describe changes of governance of New Mexico (e.g., indigenous, Spanish, Mexican, French, Texan, United States).	Can be developed from 13, 33, 35
2. Explain the reasons for European exploration of the Americas.	10-11, 12-18
5-8 Benchmark I-B—United States: 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.	
Performance Standards	

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>1. Explain the motivations for the European exploration of the Americas (e.g., Leif Ericson, Christopher Columbus, John Cabot, Hernán Cortez, Jacques Cartier, Henry Hudson)</p>	<p>11, 12-18</p>
<p>2. Describe and explain the reasons for colonization, to include:</p> <ul style="list-style-type: none"> • 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). 	<p>12-18</p>
<p>3. Explain the significance of major historical documents (e.g., the Mayflower Compact, the Declaration of Independence, <i>Federalist Papers</i>, United States Constitution, Bill of Rights, the Gettysburg Address).</p>	<p>24, 26, 28, 90, 98, 107, 109, 232-238, 240-244, 418-426, 480-484, R26-R29, R30-R52</p>
<p>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).</p>	<p>8-11, 12-15, 18, 19</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
5. Describe how the introduction of slavery into the Americas, and especially the United States, laid a foundation for conflict.	17, 36, 60-64, 65, 66-73, 106-111
6. Explain early representative government and identify democratic practices that emerged (e.g., Iroquois Nation model, town meetings, assemblies).	14, 26-28
5-8 Benchmark I-C—World: Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration.	
Performance Standards	
1. Describe the characteristics of early societies, including the development of tools and adaptation to environments.	6-11
2. Identify, describe, and explain the political, religious, economic and social conditions in Europe that led to the Era of Colonization.	10-11
3. Identify the European countries that colonized the North American continent and their areas of settlement.	12-16
4. Describe the development of slavery as a widespread practice that limits human freedoms and potentials.	17, 36, 60-64, 65, 66-73, 106-111

New Mexico Social Studies Standards	Scott Foresman Social Studies
5-8 Benchmark I-D—Skills: Research historical events and people from a variety of perspectives.	
Performance Standards	
1. Differentiate between, locate, and use primary and secondary sources (e.g., computer software, interviews, biographies, oral histories, print, visual material, artifacts) to acquire information.	H4-H5, 46-47, 104-105, 120-121, 208-209, 279, 290-291, 307-308, 314, 332, 376-377, 392-393, 415, 458-459, 461, 464-465
2. Use resources for historical information (e.g., libraries, museums, historical societies, courthouse, world wide web, family records, elders).	Representative Pages: 43, 44, 118, 174-175, 205, 206, 258, 280, 288, 318-319, 374, 412, 426, 435, 461, 462, 496-497, 499, 527, 528
3. Gather, organize, and interpret information using a variety of media and technology.	44, 118, 206, 288, 374, 462, 496-497, 499, 527
4. Show the relationship between social contexts and events.	Representative Pages: 54-57, 60-64, 65, 66-73, 106-111, 154-159, 176-182, 184-190, 232-238, 239, 240-244, 245, 262-267, 272-280, 295, 310-316, 320-326, 328-335, 348-355, 438-444
5. Use effective communication skills and strategies to share research findings.	43, 44, 117, 118, 205, 206, 287, 288, 305, 373, 374, 461, 462, 527, 528

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p><u>Strand: Geography</u></p>	
<p>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 environments.</p>	
<p>5-8 Benchmark II-A: 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.</p>	
<p>Performance Standards</p>	
<p>1. Make and use different kinds of maps, globes, charts, and databases.</p>	<p>Representative Pages: 13, 20-21, 32, 38-39, 97, 102-103, 113, 134-135, 146-147, 230-231, 247, 301, 346, 366-367, 404-405, 454-455, 457, 478-479, 483, 506-507</p>
<p>2. Demonstrate how different areas of the United States are organized and interconnected.</p>	<p>16, 32, 35, 54-57, 128-133, 138-144, 148-153, 216-221, 222-229, 472-477</p>
<p>3. Identify and locate each of the fifty states and capitols of the United States.</p>	<p>473, R12</p>
<p>4. Identify tribal territories within states.</p>	<p>8, 154-159, 160-161</p>
<p>5. Employ fundamental geographic vocabulary (e.g., latitude, longitude, interdependence, accessibility, connections).</p>	<p>Representative Pages: H10-H11, H12-H15, H16-H24, 7, 10, 14, 16, 20-21, 146, 224, 256, 366, 367, 395, 401, 454, 473, 478, 493, 513</p>
<p>6. Demonstrate a relational understanding of time zones.</p>	<p>H21, 134-135</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
7. Use spatial organization to communicate information	453, 478-479, 484
8. Identify and locate natural and man-made features of local, regional, state, national, and international locales.	H10-H11, 6-7, 20-21, 32, 54-55, 97, 128-133, 138-140, 186-187, 224, 228-229, 251, 252, 256-257, 401, 472-477, 512-517
5-8 Benchmark II-B: 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.	
Performance Standards	
1. Describe human and natural characteristics of places.	H10-H11, 6-7, 20-21, 32, 54-55, 97, 128-133, 138-140, 186-187, 224, 228-229, 251, 252, 256-257, 401, 472-477, 512-517
2. Describe similarities and differences among regions of the globe, and their patterns of change.	H10-H11, 407, 431, 446-451, 472-477, 530-533, 534-537, 538-541, 542-543
5-8 Benchmark II-C: Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes.	
Performance Standards	
1. Describe how man-made and natural environments have influenced conditions in the past.	6-11, 12-14, 16, 32, 96-103, 119-121, 125, 128-133, 138-140, 216-221, 222-229, 256-257, 332

New Mexico Social Studies Standards	Scott Foresman Social Studies
2. Identify and define geographic issues and problems from accounts of current events.	512-515
5-8 Benchmark II-D: Explain how physical processes shape the Earth’s surface patterns and biosystems.	
Performance Standards	
1. Explain how the four provinces of New Mexico’s land surface (plains, mountains, plateau, and basin and range) support life.	Can be developed from 473
5-8 Benchmark II-E: Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.	
Performance Standards	
1. Explain how physical features influenced the expansion of the United States.	32, 35, 136-137, 128-133, 148-153, 250-252

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>5-8 Benchmark II-F: Understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution, and relative importance of resources.</p>	
<p>Performance Standards</p>	
<p>1. Understand how resources impact daily life.</p>	<p>138-144, 148-153, 176-182, 266-267, 201, 488-494, 512-513</p>
<p><u>Strand: Civics and Government</u> Content Standard III: 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>	
<p>5-8 Benchmark III-A: Understand the structure, functions, and powers of government (local, state, tribal and national).</p>	
<p>Performance Standards</p>	
<p>1. Explain how the three branches of national government function and understand how they are defined in the United States Constitution.</p>	<p>26-27, 480-484, R30-R52</p>
<p>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).</p>	<p>H2, 1, 2-3, 24, 26, 90, 232-238, 240-244, 318-319, 468-469, 475, 480-484, 486-487</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>3. Identify and describe the significance of American symbols, landmarks, and essential documents (e.g., Declaration of Independence; United States Constitution; Bill of Rights; <i>Federalist Papers</i>; Washington, DC; Liberty Bell; Gettysburg Address; Statute of Liberty; government to government accords; Treaty of Guadalupe Hildago; Gadsden Purchase).</p>	<p>2-3, 24, 26, 28, 40-41, 90, 98, 107, 109, 243, 266-267, 434, 480-484, 524-525, R18-R21, R26-R29, R30-R52</p>
<p>4. Compare and contrast the basic government sovereignty of local, state, tribal, and national governments.</p>	<p>26-28, 480-484</p>
<p>5-8 Benchmark III-B: 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.</p>	
<p>Performance Standards</p>	
<p>1. Explain the significance and importance of American customs, symbols, landmarks, and celebrations.</p>	<p>1, 2-3, 40-41, 186-187, 266-267, 434, 524-525, R18-R21</p>
<p>2. Identify and summarize contributions of various racial, ethnic, and religious groups to national identity.</p>	<p>37, 65, 184-190, 237-238, 239, 217, 352, 418-426, 427, 445, 476-477, 495</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
3. Describe selected ethnic and religious customs and celebrations that enhance local, state, tribal, and national identities.	8-9, 15, 184-190, 475-477
5-8 Benchmark III-C: Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government.	
Performance Standards	
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: <ul style="list-style-type: none"> • colonists' and Native Americans' shared sense of individualism, independence, and religious freedom that developed before the Revolution • Articles of Confederation • purpose of the Constitutional Convention • natural rights expressed in the Declaration of Independence 	14, 15-16, 22-28, 480-484
2. Describe the contributions and roles of major individuals, including George Washington, James Madison, and Benjamin Franklin.	Representative Pages: 24, 29, 48-49, 65, 87, 122-123, 166-173, 210-211, 239, 245, 259, 292-293, 327, 365, 378-379, 413, 427, 466-467, 485

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>5-8 Benchmark III-D: Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries.</p>	
<p>Performance Standards</p>	
<p>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>90, 106-111, 232-238, 239, 240-244, 245, 418-426, 427, 438-444, 468-469, 480-484, 486-487</p>
<p><u>Strand: Economics</u></p> <p>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.</p>	
<p>5-8 Benchmark IV-A: 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.</p>	
<p>Performance Standards</p>	
<p>1. Understand the impact of supply and demand on consumers and producers in a free enterprise system.</p>	<p>180, 488-494</p>
<p>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).</p>	<p>34, 180-182, 192-197, 198-199, 216-221, 262-265, 298-305, 320-325, 348-352, 394-398, 488-494</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
3. Describe the aspects of trade.	9-11, 13, 17, 492-493
4. Explain how voluntary trade is not coercive.	492-493
5-8 Benchmark IV-B: 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.	
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?	180-181, 488-494
2. Identify the influence of bordering countries (Canada and Mexico) on United States commerce.	492-493
5-8 Benchmark IV-C: Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world.	
Performance Standards	
1. Understand basic economic patterns of early societies (e.g., hunter-gathers, early farming, business).	6-9
2. Understand the economic motivation of exploration and colonization by colonial powers.	11, 12-18

**Scott Foresman Social Studies – The World
to the
New Mexico Social Studies Content Standards and Benchmarks
Grade Six**

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p><u>Strand: History</u></p>	
<p>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.</p>	
<p>5-8 Benchmark I-A—New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.</p>	
<p>Performance Standards</p>	
<p>1. Describe the relationships among ancient civilizations of the world (e.g., scientific discoveries, architecture, politics, cultures, and religious systems) and their connection to the early development of New Mexico.</p>	<p>6-7, 212-215</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>5-8 Benchmark I-B—United States: 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.</p>	
<p>Performance Standards</p>	
<p>1. Explain and describe the origins, obstacles, and impact of the Age of Exploration, to include:</p> <ul style="list-style-type: none"> • improvements in technology (e.g., the clock, sextant, work of Prince Henry the Navigator) • voyages of Columbus to the New World and the later searches for the Northwest passage • introduction of disease and the resulting population decline, especially among indigenous peoples • exchanges of technology, ideas, agricultural products and practices. 	<p>438-439, 440-441, 444-449</p>
<p>5-8 Benchmark I-C—World: Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration.</p>	
<p>Performance Standards</p>	

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>1. Describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations, to include:</p> <ul style="list-style-type: none"> • significance of river valleys • early irrigation and its impact on agriculture • forms of government (e.g., the theocracies in Egypt, dynasties in China) • effect on world economies and trade • key historical figures • religious traditions, cultural, and scientific contributions (e.g., writing systems, calendars, building of monuments such as the pyramids). 	<p>32-33, 34-39, 40-43, 44, 45-46, 48-50, 551, 51-54, 64-65, 76-77, 78-81, 84-87, 91, 92-95, 98-99, 100-103, 106-112, 113, 114-117</p>
<p>2. Describe and analyze the geographic, political, economic, religious, and social structures of early civilizations of India, to include:</p> <ul style="list-style-type: none"> • location and description of the river systems and other topographical features that supported the rise of this civilization • significance of the Aryan invasions 	<p>120-121, 122-125, 128-134, 135, 136-139, 140-143</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>(continued)</p> <ul style="list-style-type: none"> • structure and function of the caste system • important aesthetic and intellectual traditions (e.g., Sanskrit literature, medicine, metallurgy, mathematics including Hindu-Arabic numerals and the number zero). 	
<p>3. Describe and analyze the geographic, political, economic, religious, and social structures of the early civilizations in China, to include:</p> <ul style="list-style-type: none"> • location and description of the origins of Chinese civilization in the Huang-He Valley, Shang dynasty • geographical features of China that made governance and movement of ideas and goods difficult and served to isolate the country • life of Confucius and the fundamental teachings of Confucianism and Taoism • rule by dynasties (e.g., Shang, Qin, Han, Tang, and Ming) • historical influence of China on other parts of the world (e.g., tea, paper, wood block printing, compass, gunpowder). 	<p>98-99, 100-103, 106-112, 113, 114-117, 350-355</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>4. Describe major religions of the world to include Hinduism, Buddhism, Judaism, Christianity and Islam (e.g., founding leaders, traditions, customs, beliefs).</p>	<p>4-5, 54-57, 136-139, 140-143, 294-297, 318-319, 320-321, 328, 330-334, 335-338, 424, 436-437</p>
<p>5. Compare and contrast the geographic, political, economic, and social characteristics of the Ancient Greek, Ancient Roman, Ottoman, Indian, Arabic, African, and Middle Eastern civilizations and their enduring impacts on later civilizations, to include:</p> <ul style="list-style-type: none"> • influence of Mediterranean geography on the development and expansion of the civilizations • development of concepts of government and citizenship (e.g., democracy, republics, codification of laws, Code of Hammurabi) • scientific and cultural advancements (e.g., networks of roads, aqueducts, art, architecture, literature, theater, philosophy) • contributions and roles of key figures, (e.g., Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, Augustus). 	<p>Representative Pages: 58-59, 120-125, 128-134, 135, 136-139, 140-143, 246-251, 252-256, 260-264, 266-269, 270-271, 276-279, 282-287, 288-292, 298-300, 334-338, 346-349, 370-373, 374-378, 379, 380-385</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>6. Compare and contrast the political and economic events and the social and geographic characteristics of Medieval European life and its enduring impacts on later civilizations, to include:</p> <ul style="list-style-type: none"> • creation and expansion of the Byzantine empire • reasons for the fall of the Roman Empire • new forms of government, feudalism, and the beginning of limited government with the Magna Carta • role of the Roman Catholic Church and its monasteries; causes, course, and effects of the Crusades • impact of the Black Plague • contributions and roles of key figures (e.g., Charlemagne, Joan of Arc, Marco Polo). 	<p>298-300, 320-321, 322-325, 326-328, 329, 390-391, 392-395, 396-398, 399, 400-405, 406-411</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
5-8 Benchmark I-D—Skills: Research historical events and people from a variety of perspectives.	
Performance Standards	
1. Organize information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions.	Representative Pages: 6, 60, 74, 82, 104, 158, 216, 242, 258, 318, 340, 426, 450, 490, 516, 524, 602, 624, 634, 658
2. Identify different points of view about an issue or topic.	228-229, 588-589
3. Use a decision-making process to identify a situation that requires a solution; gather information, identify options, predict consequences, and take action to implement that solution.	144-145, 228-229, 386-387, 574-575, 662-663
<u>Strand: Geography</u>	
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 environments.	
5-8 Benchmark II-A: 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.	
Performance Standards	
1. Identify the location of places using latitude and longitude.	H12-H14, 194-195, 205, 235

New Mexico Social Studies Standards	Scott Foresman Social Studies
2. Draw complex and accurate maps from memory and interpret them to answer questions about the location of physical features.	Representative Pages: 9, 33, 77, 99, 121, 161, 185, 207, 245, 275, 321, 345, 369, 391, 429, 455, 485, 519, 541, 567, 605, 629, 653
5-8 Benchmark II-B: 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.	
Performance Standards	
1. Explain how places change due to human activity.	Representative Pages: 18-23, 78-81, 110, 169-171, 176-177, 213-214, 223-224, 287, 394, 402-403, 444-449, 474-477, 478-481, 486-487, 528, 554, 603, 616-617, 660-663, 664-667
2. Explain how places and regions serve as cultural symbols and explore the influences and effects of regional symbols.	Representative Pages: 57, 78-81, 110-111, 124, 133, 176-177, 255, 268-269, 291, 218-319, 326, 330-333, 356-359, 406-409, 486-489, 502-503, 535, 550, 568-570, 614-618
3. Identify a region by its formal, functional, or perceived characteristics.	E6-E7, 34-36, 78-81, 100-103, 122-127, 162-165, 186-189, 208-211, 228-229, 246-251, 277, 323-324, 347, 370-373, 392-395, 500-503, 535
5-8 Benchmark II-C: Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes.	
Performance Standards	
1. Compare and contrast the influences of man-made and natural environments upon ancient civilizations.	11, 18-22, 34-36, 74-75, 78-81, 102, 122-125, 322-325

New Mexico Social Studies Standards	Scott Foresman Social Studies
5-8 Benchmark II-D: Explain how physical processes shape the Earth’s surface patterns and biosystems.	
Performance Standards	
1. Describe how physical processes shape the environmental patterns of air, land, water, plants and animals.	H14, H15, 74-75, 78-81, 102, 104-105, 122-125, 228-229, 361, 371, 660-663
5-8 Benchmark II-E: Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.	
Performance Standards	
1. Explain how human migration impacted places, societies, and civilizations.	12, 14-16, 130, 340-341, 347, 372-373, 397, 448-449, 476-477, 615, 654-657
2. Describe, locate, and compare different settlement patterns throughout the world.	H19, 35-36, 79-81, 100-103, 122-127, 162-165, 186-189, 208-211, 246-251, 277, 322-325, 340-341, 347, 370-373, 392-395, 476-477, 634-635, 654-657, 658-659
3. Explain how cultures create a cultural landscape, locally and throughout the world, and how these landscapes change over time.	Representative Pages: 28, 37, 54-57, 106-112, 139, 164-165, 179, 202, 218-221, 252-256, 283-284, 290-292, 297, 324-325, 330-333, 334-338, 361-363, 372-373, 432-433, 636-641

New Mexico Social Studies Standards	Scott Foresman Social Studies
5-8 Benchmark II-F: Understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution, and relative importance of resources.	
Performance Standards	
1. Describe how human modifications to physical environments and use of resources in one place often lead to changes in other places.	79, 228-229, 287, 372-373, 660-663, 664-667
<u>Strand: Civics and Government</u> Content Standard III: 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.	
5-8 Benchmark III-A: Understand the structure, functions, and powers of government (local, state, tribal and national).	
Performance Standards	
1. Describe the concept of democracy as developed by the Greeks, and compare the evolution of democracies throughout the world.	245, 252-256, 257, 260-264, 611

New Mexico Social Studies Standards	Scott Foresman Social Studies
2. Describe the concept of republic as developed by the Romans and compare to other republican governments.	282-287
5-8 Benchmark III-B: 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.	
Performance Standards	
1. Describe the significance of leadership in democratic societies and provide examples of local, national, and international leadership, to include: <ul style="list-style-type: none"> • qualities of leadership • names and contributions New Mexico leaders • names and contributions of national leaders. 	293, 496, 497, 536-537, 554, 555, 574-575, 581, 600-601, 606-612, 613, 618, 619, 621-623, 642
5-8 Benchmark III-C: Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government.	
Performance Standards	
1. Explain how Greek and Roman societies expanded and advanced the role of citizen.	252-256, 257, 260-264, 282-287, 293
2. Identify historical origins of democratic forms of government (e.g., early civilizations, Native American governments).	224, 245, 252-256, 251, 260-264, 282-287

New Mexico Social Studies Standards	Scott Foresman Social Studies
<p>5-8 Benchmark III-D: Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries.</p>	
<p>Performance Standards</p>	
<p>1. Understand that the nature of citizenship varies among societies.</p>	<p>E12-E13, H2-H3, 252-256, 257, 260-264, 282-287, 293, 530-531, 544, 546-547, 576-580, 606-612, 614-618, 620-623, 636-641, 642, 643</p>
<p><u>Strand: Economics</u> 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.</p>	
<p>5-8 Benchmark IV-A: 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.</p>	
<p>Performance Standards</p>	
<p>1. Explain and predict how people respond to economic and intrinsic incentives.</p>	<p>476, 480-481, 621</p>
<p>5-8 Benchmark IV-B: 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.</p>	
<p>Performance Standards</p>	
<p>1. Describe the characteristics of traditional, command, market, and mixed economic systems.</p>	<p>E4-E5, 480-481, 530-531, 630-633</p>

New Mexico Social Studies Standards	Scott Foresman Social Studies
2. Explain how different economic systems affect the allocation of resources.	E4-E5, 480-481, 630-633
3. Understand the role that “factors of production” play in a society’s economy (e.g., natural resources, labor, capital, entrepreneurs).	404, 431, 435, 474-477, 478-481, 543, 544, 621, 630-631
5-8 Benchmark IV-C: Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today’s world.	
Performance Standards	
1. Compare and contrast the trade patterns of early civilizations.	38-39, 58-59, 89, 94-95, 109, 112, 134, 248, 278, 408-411, 431, 438-441
2. Analyze the impact of the Neolithic agricultural revolution on mankind and the impact of technological changes in the Bronze Age and the Iron Age.	18-23, 26-29