Social Studies Curriculum Guide
2003 – 2012
K – 12

Deming Public Schools
Deming, New Mexico
Deming Public Schools

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Approved by
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July 2003
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NEW MEXICO VISION STATEMENT

The New Mexico State Department of Education believes the education of ALL students must become the Mission of ALL New Mexicans. We believe education must challenge All Students to reach their potential.

DEMING PUBLIC SCHOOLS DISTRICT MISSION STATEMENT

The Board of Education, staff, and community join forces to provide a high quality, comprehensive education for all Deming Public School students so that they will have the opportunity to prepare themselves to become productive, responsible, and culturally enriched citizens, allowing them to meet the challenges of an ever-changing, global society.
Guiding Principles for Social Studies

Many of the Performance Standards in the Social Studies Content Standards, Benchmarks, and Performance Standards are unique to social studies instruction, skills and ability. However, because these skills are essential to learning and understanding the scope of social studies, it is the expectation that students can achieve these standards. Thus, it is important to note that multiple assessments, including statewide assessments, are necessary to fully capture what students know and what they are able to do.

These Guiding Principles support social studies instruction and speak to a need for social studies instruction at all levels of schooling. The Guiding Principles emphasize the importance of learning both content and skills as essential elements of a social studies program. The Guiding Principles underscore the significance of a coherent instructional program that spans grade levels and encompasses multiple perspectives.

Guiding Principle 1: Social Studies (history, geography, economics, and government/civics) should provide learning opportunities that build upon significant concepts and skills over time.

Learning social studies is a life-long endeavor. Students are introduced to history, geography, government/civics, and economics early in their schooling, when they are learning to read and write. Elementary school students begin to learn historical content through exposure to the drama of the past. Middle school students learn about reasoning logically as they study history and social studies in greater detail. High school students then undertake increasingly sophisticated study that is engaging, purposeful, and useful in understanding ideas and issues the impact their lives as individuals and citizens in a democratic society. Social studies can enhance job opportunities, encourage civic participation, and enrich private life after students complete high school.

Course content at each grade and/or level increases in complexity as students learn and mature. Important topics, texts, and documents are restudied at several grade levels. For example, students have multiple opportunities to study the United States Constitution, each time achieving deeper understanding by reading, writing, and discussing progressively more demanding questions.

Guiding Principle 2: An effective curriculum in social studies emphasizes content from the humanities and social sciences.

The study of history, geography, economics, and government/civics is incomplete without the fine arts, literature, religions, ethics, and developments in science, technology and mathematics. For example, scholarship and research in many social sciences, including anthropology and archaeology, have been advanced by discoveries in biology and chemistry, and each has expanded knowledge of ancient history. Students learn that framing and answering questions and organizing thought often requires knowledge in a number of subject areas.
Students study primary and secondary sources, learn to use electronic media, read and interpret data, become familiar with specialized vocabulary in the subject areas, and learn to draw conclusions logically from available evidence. Asking important questions and framing reasoned opinions and arguments based on evidence depend on regular practice of reading, writing, speaking, and listening.

**Guiding Principle 3:** Effective social studies curriculum recognizes each person as an individual, encourages respect for the human and civil rights of all people, and also emphasizes students’ shared heritage.

Effective curriculum includes a study of the rich and diverse contributions that people of many backgrounds have made to our history and institutions. Included in the curriculum are activities that recognize differences in understanding, examine how others think and feel, and encourage empathy, understanding, and respect for differing perspectives including one’s own point of view. Today’s classrooms need to support learning settings that respect diversity, and encourage social competence and moral development. Classrooms are model communities where students gain the experience of living as responsible citizens in a diverse, democratic society.

Schools need to understand that curriculum is the sum of learning goals and objectives, scope and sequence, instructional materials, and other resources that are clearly identified and extent of their use is documented in order to draw inferences about the relationship between curriculum and learning. (Reeves, *Accountability in Action*, 2000). An effective social studies curriculum embraces study of historical interactions among individuals, groups, and institutions. Through studies in geography, economics and social history, government/civics, the arts and humanities, students learn about similarities and differences among people in the past and today. Students learn that individuals cannot be reduced simply to members of groups and that we are all individuals with human and civil rights, which deserve respect and understanding.

Since many of the United States institutions and ideals trace their origins through Europe, the study of Western civilizations is an essential feature of a social studies curriculum. Students must also learn about other civilizations. Through the study of other civilizations throughout the world students will learn of their significant contributions to the diversity represented in our history and national culture.
Guiding Principle 4: Social studies provides a setting and a frame of reference from which current events and public policy issues directly impact student interest and commitment to the study of social studies content.

Current events and issues inform and enliven student perspectives of their own lives and their connection to their communities. Current events, which are chosen for their significant relation to important historical themes, or turning points under study, broaden understanding. Learning opportunities that provide comparisons of the past and the present enhance student insight and knowledge, and promote a sense of humanity and individual purpose.

Guiding Principle 5: Social Studies should be supported by a variety of appropriate formative and summative assessments that measure knowledge and skills and determine whether students are progressing not only towards instructional objectives, but also towards the attainment of standards (local, state, and/or national).

Social studies teachers, administrators, and policymakers need information about whether students are attaining the knowledge and skills they need in order to succeed in their studies and to function as informed, responsible citizens. Assessments allow teachers to analyze student thinking and direct instruction toward improving student mastery of standards.

In social studies, assessment focuses on content relevant to general education and citizenship that is derived from the social science disciplines, including their concepts, principles, and modes of inquiry. Well-designed assessment plans for classrooms, schools, and school districts help to ensure that American youth will become proficient in the content of social studies.

Form adapted from the Massachusetts State Department of Education’s History and Social Science Curriculum Framework.
Social Studies Curriculum Guide

The Social Studies Curriculum groups the Content Standards, Benchmarks, and Performance Standards in social studies into four disciplinary strands:

- **History (New Mexico, United States, and World)**
- **Geography**
- **Government and Civics**
- **Economics**

The Social Studies Content Standards, Benchmarks, and Performance Standards has been designed:

- To describe the disciplinary content and skills students should learn at specific grade levels;
- To help teachers create classroom instruction and authentic assessments that address a substantive core curriculum that can be applied to student successes across the disciplines; and
- To serve as the basis for statewide assessment of student learning.

The Social Studies Standards celebrate the rich and diverse contributions of peoples of many backgrounds and emphasize our shared heritage. This document reflects the inclusion and recognition of culture as it defines individuals, groups, and societies. The standards support the learner in understanding culture as it influences all disciplines.

The Social Studies Content Standards, Benchmarks, and Performance Standards is a spiraling framework in the sense that many skills, once introduced, develop over time. While the Performance Standards are set forth at specific grade levels, they do not exist as isolated skills; each exists in relation to others and these Social Studies Standards are for all students.

New Mexico Social Studies Content Standards, Benchmarks, and Performance Standards identify what students should know and be able to do across all grade levels K-12. Each Content Standard is elaborated into Benchmarks that are further defined by grade level Performance Standards. They illustrate how learners at all levels continue to build and expand their knowledge by using similar skills with increasing sophistication, refinement, and independence.
THE ASSESSMENT PRINCIPLE

Assessment should support the learning of important social studies and furnish useful information to both teachers and students.

When assessment is an integral part of social studies instruction, it contributes significantly to all students' social studies learning. When assessment is discussed in connection with standards, the focus is sometimes on using tests to certify students' attainment, but there are other important purposes of assessment. Assessment should be more than merely a test at the end of instruction to see how students perform under special conditions; rather, it should be an integral part of instruction that informs and guides teachers as they make instructional decisions. Assessment should not merely be done to students; rather, it should also be done for students, to guide and enhance their learning.

Assessment should enhance students' learning.

The assertion that assessment should enhance students' learning may be surprising. After all, if assessment ascertains what students have learned and are able to do, how can it also have positive consequences for learning? Research indicates that making assessment an integral part of classroom practice is associated with improved student learning. Black and Wiliam (1998) reviewed about 250 research studies and concluded that the learning of students, including low achievers, is generally enhanced in classrooms where teachers include attention to formative assessment in making judgments about teaching and learning.

Good assessment can enhance students' learning in several ways. First, the tasks used in an assessment can convey a message to students about what kinds of knowledge and performance are valued. That message can in turn influence the decisions students make—for example, whether or where to apply effort in studying. Thus, it is important that assessment tasks be worthy of students' time and attention. Activities that are consistent with (and sometimes the same as) the activities used in instruction should be included. When teachers use assessment techniques such as observations, conversations and interviews with students, or interactive journals, students are likely to learn through the process of articulating their ideas and answering the teacher's questions.

Feedback from assessment tasks can also help students in setting goals, assuming responsibility for their own learning, and becoming more independent learners. For example, scoring guides, or rubrics, can help teachers analyze and describe students' responses to complex tasks and determine students' levels of proficiency. They can also help students understand the characteristics of a complete and correct response. Similarly, classroom discussions in which students present and evaluate different approaches to solving complex problems can hone their sense of the difference between an excellent response and one that is mediocre. Through the use of good tasks and the public discussion of criteria for good responses, teachers can cultivate in their students both the disposition and the capacity to engage in self-assessment and reflection on their own work and on ideas put forth by others. Such a focus on self-assessment and peer assessment has been found to have a positive impact on students' learning (Wilson and Kenney forthcoming).
Assessment is a valuable tool for making instructional decisions.

To ensure deep, high-quality learning for all students, assessment and instruction must be integrated so that assessment becomes a routine part of the ongoing classroom activity rather than an interruption. Such assessment also provides the information teachers need to make appropriate instructional decisions. In addition to formal assessments, such as tests and quizzes, teachers should continually gathering information about their students' progress through informal means, such as asking questions during the course of a lesson, conducting interviews with individual students, and giving writing prompts.

When teachers have useful information about what students are learning, they can support their students' progress toward significant content goals. The instructional decisions made by teachers—such as how and when to review prerequisite material, how to revisit a difficult concept, or how to adapt tasks for students who are struggling or for those who need enrichment—are based on inferences about what students know and what they need to learn. Assessment is a primary source of the evidence on which these inferences are based, and the decisions that teachers make will be only as good as that evidence.

Assessment should reflect the social studies that all students need to know and be able to do, and it should focus on students' understanding as well as their procedural skills. Teachers need to have a clear sense of what is to be taught and learned, and assessment should be aligned with their instructional goals. By providing information about students' individual and collective progress toward the goals, assessment can help ensure that everyone moves productively in the right direction.

To make effective decisions, teachers should look for convergence of evidence from different sources. Formal assessments provide only one viewpoint on what students can do in a very particular situation—often working individually on paper-and-pencil tasks, with limited time to complete the tasks. Over reliance on such assessments may give an incomplete and perhaps distorted picture of students' performance. Because different students show what they know and can do in different ways, assessments should allow for multiple approaches, thus giving a well-rounded picture and allowing each student to show his or her best strengths.

Many assessment techniques can be used by social studies teachers, including open-ended questions, constructed-response tasks, selected-response items, performance tasks, observations, conversations, journals, and portfolios. These methods can all be appropriate for classroom assessment, but some may apply more readily to particular goals. For example, quizzes using simple constructed-response or selected-response items may indicate whether students can apply procedures. Constructed-response or performance tasks may better illuminate students' capacity to apply social studies in complex or new situations. Observations and conversations in the classroom can provide insights into students' thinking, and teachers can monitor changes in students' thinking and reasoning over time with reflective journals and portfolios.

When teachers are selecting assessment methods, the age, experience, and special needs of students should be considered. Teachers must ensure that all students have an opportunity to demonstrate clearly and completely what they know and can do. For example, teachers should use English-enhancing and bilingual techniques to support students who are learning English.
When done well, assessment that helps teachers make decisions about the content or form of instruction (often called formative assessment) can also be used to judge students' attainment (summative assessment). The same sources of evidence can be assembled to build a picture of individual students' progress toward the goals of instruction. To maximize the instructional value of assessment, teachers need to move beyond a superficial "right or wrong" analysis of tasks to a focus on how students are thinking about the tasks. Efforts should be made to identify valuable student insights on which further progress can be based rather than to concentrate solely on errors or misconceptions. Although less straightforward than averaging scores on quizzes, assembling evidence from a variety of sources is more likely to yield an accurate picture of what each student knows and is able to do.

Whether the focus is on formative assessment aimed at guiding instruction or on summative assessment of students' progress, teachers' knowledge is paramount in collecting useful information and drawing valid inferences. Teachers must understand their instructional goals deeply, they must understand how their students may be thinking about social studies, they must have a good grasp of possible means of assessing students' knowledge, and they must be skilled in interpreting assessment information from multiple sources. For teachers to attain the necessary knowledge, assessment must become a major focus in teacher preparation and professional development.
DEMING PUBLIC SCHOOL DISTRICT
STANDARDS FOR EXCELLENCE (EPSS)

The mission of the standards for student achievement in grades K-12 will be accomplished when our students:

- Communicate effectively
- Think critically, solve problems and make decisions
- Demonstrate skills in life and career planning
- Demonstrate technological and scientific literacy
- Demonstrate responsible participation in our global society
- Respect and appreciate the culture of others

EPSS TARGET AREA THEMES

I. Academic achievement in
   a. Language Arts
   b. Mathematics
   c. Science, and
   d. Technology
II. Self-esteem of students
III. Parent/Community Involvement
IV. Critical thinking, problem solving, and decision making
V. Cultural awareness
VI. Life an Career Planning
DEMING PUBLIC SCHOOLS SOCIAL STUDIES STANDARDS

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.

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.

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.

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.
THE SOCIAL STUDIES AND CAREER READINESS CONNECTION

The Deming Public School Career Readiness Curriculum establishes a curriculum for Deming students and teachers that assist students in selecting and preparing for the workforce of tomorrow. Employers across the nation have identified social science education as a workforce essential skill. The Deming Social Studies Standards have been correlated to the Deming Career Readiness standards.

Deming Public Schools Career Readiness Standards

1. Students will identify/explore career interests and aptitudes to develop an educational plan which support personal career goals.
2. Students will utilize and manage resources effectively to produce quality services and products.
3. Students will demonstrate the technological knowledge and skills required for future careers.
4. Students will develop and demonstrate responsible and ethical workplace behavior.
5. Student will develop effective leadership, interpersonal, and team skills.
Deming Public Schools Social Studies Curriculum
Kindergarten

Standard #1 - History: 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.

Deming Public School EPSS: I, II, IV, V
Career Readiness: 1, 2, 3, 5

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Performance Expectation/Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how contemporary and historical people and events have</td>
<td>1. Identify the customs, celebrations, and holidays of various cultures in New Mexico.</td>
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<tr>
<td>influenced New Mexico communities and regions.</td>
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<tr>
<td>Understand connections among historical events, people, and</td>
<td>1. Demonstrate an awareness of community leaders.</td>
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<td>symbols significant to United States history and cultures.</td>
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<tr>
<td>Students will identify and describe similar historical characteristics</td>
<td>1. Identify the local, state, and national symbols (e.g., flag, bird, song).</td>
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<tr>
<td>of the United States and its neighboring countries.</td>
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<tr>
<td>Understand time passage and chronology.</td>
<td>1. Understand the concept of past and present.</td>
</tr>
</tbody>
</table>
## Deming Public Schools Social Studies Curriculum
### Kindergarten

**Standard #2 - Geography**

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.

**Deming Public School EPSS:** I, III, IV, V  
**Career Readiness:** 2, 3, 4, 5

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Performance Expectation/Objectives</th>
</tr>
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</table>
| 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. | 1. Define relative location of items in the physical environment in terms of over, under, near, far, up, and down.  
2. Define personal direction of front, back, left, and right. |
| Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change. | 1. Identify natural characteristics of places (e.g., climate, topography). |
| Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present. | 1. Identify family customs and traditions and explain their importance.  
2. Describe the natural characteristics of places (e.g., landforms, bodies of water, natural resources, and weather). |
| Understand how physical processes shape the Earth’s surface patterns and biosystems. | 1. Describe the Earth’s physical characteristics. |
| Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, | 1. Identify classroom population. |
Deming Public Schools Social Studies Curriculum
Kindergarten

<table>
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<th>and their interdependence, cooperation, and conflict.</th>
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</tr>
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<tbody>
<tr>
<td>Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.</td>
<td>1. Identify natural resources.</td>
</tr>
</tbody>
</table>
Deming Public Schools Social Studies Curriculum  
Kindergarten  

Standard #3 – Civics & Government  
Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.

Deming Public School EPSS: I, II, III, IV, V  
Career Readiness: 1, 2, 3, 4, 5

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Performance Expectation/Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.</td>
<td>1. Identify authority figures and describe their roles (e.g., parents, teachers, principal, superintendent, police, public officials).</td>
</tr>
</tbody>
</table>
| 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. | 1. Recognize and name symbols and activities of the United States, New Mexico, and tribes, to include:  
  - 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.  
  2. Recognize patriotic activities including The Pledge of Allegiance, The Star Spangled Banner, salute to the New Mexico flag, and New Mexico state songs. |
| Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government. | 1. Describe and provide examples of fairness. |
| Understand rights and responsibilities of “good citizenship” as members of a family, school and community. | 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. |
### Deming Public Schools Social Studies Curriculum

#### Kindergarten

**Standard #4 – Economics**

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.

**Deming Public School EPSS:** III, IV, V

**Career Readiness:** 1, 2, 3, 4, 5

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Performance Expectation/Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>1. Understand that basic human needs are met in many ways.</td>
</tr>
<tr>
<td>Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.</td>
<td>1. Understand the concept of product (something produced by human, mechanical, or natural process).</td>
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<tr>
<td></td>
<td>2. Understand the importance of jobs.</td>
</tr>
<tr>
<td>Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.</td>
<td>1. Describe trade (e.g., buying and selling, bartering, simple exchange).</td>
</tr>
</tbody>
</table>
Deming Public Schools Social Studies Curriculum
Grade 1

**Standard #1 - History:** 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.

**Deming Public School EPSS:** I, II, IV, V

**Career Readiness:** 1, 2, 3, 5

<table>
<thead>
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<tbody>
<tr>
<td>Describe how contemporary and historical people and events have influenced New Mexico communities and regions.</td>
<td>1. Identify common attributes of people living in New Mexico today.</td>
</tr>
</tbody>
</table>
| Understand connections among historical events, people, and symbols significant to United States history and cultures. | 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).  
2. Identify and recognize major political and social figures in the United States. |
| Students will identify and describe similar historical characteristics of the United States and its neighboring countries. | 1. Identify and compare celebrations and events from the United States, Mexico, and Canada. |
| Understand time passage and chronology. | 1. Demonstrate the use of timelines in order to show events in relation to one another. |
Deming Public Schools Social Studies Curriculum
Grade 1

**Standard #2 - Geography**

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.

**Deming Public School EPSS:** I, III, IV, V  
**Career Readiness:** 2, 3, 4, 5

<table>
<thead>
<tr>
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</table>
| 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. | 1. Understand maps and globes as representations of places and phenomena.  
2. Identify and use the four cardinal directions to locate places in community, state, and tribal districts.  
3. Create, use, and describe simple maps to identify locations within familiar places (e.g., classroom, school, community, state). |
| Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change. | 1. Identify and classify characteristics of places as human or natural.  
2. Identify how traditional tribal and local folklore attempt to explain weather, characteristics of places, and human origins and relationships. |
| Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present. | 1. Identify examples of and uses for natural resources in the community, state, and nation.  
2. Describe the human characteristics of places such as housing types and professions. |
| Understand how physical processes shape the Earth’s surface patterns and biosystems. | 1. Describe the Earth-Sun relationship and how it affects living conditions on Earth. |
| Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, | 1. Identify characteristics of culture (e.g., language, customs, religion, shelter). |
### Deming Public Schools Social Studies Curriculum
#### Grade 1

| Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources. |
| 1. Describe the role of resources in daily life. |
| 2. Describe ways that humans depend upon, adapt to, and affect the physical environment. |
Deming Public Schools Social Studies Curriculum
Grade 1

Standard #3 – Civics & Government
Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.

Deming Public School EPSS: I, II, III, IV, V
Career Readiness: 1, 2, 3, 4, 5

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| Know the fundamental purposes, concepts, structures, and functions of     | 1. Understand the purpose of rules and identify examples of rules and the consequences of breaking them  
local, state, tribal, and national governments.                           | 2. Describe different groups and rules that apply to them (e.g., families, classrooms, communities).                                                                                                                                                                                                                           |
| Identify and describe the symbols, icons, songs, traditions, and leaders of | 1. Identify the President of the United States and the Governor of New Mexico.  
local, state, tribal, and national levels that exemplify ideals and provide | 2. Describe how local, state, tribal and national leaders exemplify the ideals of the communities they represent.                                                                                                                                                                                                                   |
|    continuity and a sense of community across time.                       |                                                                                                                                                                                                                                                                                                                                                                   |
| Compare political philosophies and concepts of government that became the | 1. Describe different ways to determine a decision (e.g., majority rule, consensus, authoritarian [parent, teacher, principal]).                                                                                                                                                                                                                       |
|    foundation for the American Revolution and the United States government |                                                                                                                                                                                                                                                                                                                                                                   |
| Understand rights and responsibilities of “good citizenship” as members of | 1. Identify examples of honesty, courage, fairness, loyalty, patriotism, and other character traits seen in American history.  
family, school and community.                                              | 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.                                                                                   |
Deming Public Schools Social Studies Curriculum
Grade 1

**Standard #4 –Economics**

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.

**Deming Public School EPSS:** III, IV, V

**Career Readiness:** 1, 2, 3, 4, 5

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<th>Benchmark</th>
<th>Performance Expectation/Objectives</th>
</tr>
</thead>
</table>
| 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). | 1. Understand how resources are limited and varied in meeting human needs.  
2. Define and differentiate between needs and wants. |
| Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services. | 1. Understand the concept of goods and services.  
2. Understand the condition of not being able to have all of the goods and services one wants.  
3. Understand the value of work. |
| Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities. | 1. Define the simplest form of exchange (the barter system being the direct trading of goods and services between people). |
Deming Public Schools Social Studies Curriculum  
Grade 2

**Standard #1 - History:** 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.

**Deming Public School EPSS:** I, II, IV, V  
**Career Readiness:** 1, 2, 3, 5

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Performance Expectation/Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how contemporary and historical people and events have influenced New Mexico communities and regions.</td>
<td>1. Describe how historical people, groups, and events have influenced the local community.</td>
</tr>
<tr>
<td>Understand connections among historical events, people, and symbols significant to United States history and cultures.</td>
<td>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]).</td>
</tr>
<tr>
<td>Students will identify and describe similar historical characteristics of the United States and its neighboring countries.</td>
<td>1. Describe and compare similarities of the history of peoples in North America through literature (e.g., story-telling, fables, folktales, fairy tales).</td>
</tr>
<tr>
<td>Understand time passage and chronology.</td>
<td>1. Correctly sequence historical events.</td>
</tr>
</tbody>
</table>
Deming Public Schools Social Studies Curriculum  
Grade 2

**Standard #2 - Geography**  
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.

**Deming Public School EPSS:** I, III, IV, V  
**Career Readiness:** 2, 3, 4, 5

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Performance Expectation/Objectives</th>
</tr>
</thead>
</table>
| 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. | 1. Use a variety of maps to locate specific places and regions.  
2. Identify major landforms, bodies of water, and other places of significance in selected countries, continents, and oceans. |
| Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change. | 1. Describe how climate, natural resources, and natural hazards affect activities and settlement patterns.  
2. Explain how people depend on the environment and its resources to satisfy their basic needs.          |
| Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present. | 1. Identify ways in which people depend on natural and man-made environments including natural resources to meet basic needs. |
| Understand how physical processes shape the Earth’s surface patterns and biosystems. | 1. Describe the physical processes that affect the Earth’s features (e.g., weather, erosion).  
2. Identify characteristics of physical systems (e.g., water cycle).                                                                                     |
| Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, | 1. Describe how characteristics of culture affect behaviors and lifestyles.                                                                                       |
Deming Public Schools Social Studies Curriculum  
Grade 2

<table>
<thead>
<tr>
<th>and their interdependence, cooperation, and conflict.</th>
<th>1. Describe ways that people and groups can conserve and replenish natural resources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.</td>
<td></td>
</tr>
</tbody>
</table>
### Deming Public Schools Social Studies Curriculum

#### Grade 2

**Standard #3 – Civics & Government**

Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.

**Deming Public School EPSS:**

**Career Readiness:**

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Performance Expectation/Objectives</th>
</tr>
</thead>
</table>
| Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments. | 1. Understand the purposes of government.  
2. Describe and compare class rules made by direct democracy (entire class votes on the rules) and by representative democracy (class elects a smaller group to make the rules). |
| 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. | 1. Identify local governing officials and explain how their roles reflect their community. |
| Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government. | 1. Describe the concept of “public good” and identify local examples of systems that support the “public good.” |
| Understand rights and responsibilities of “good citizenship” as members of a family, school and community. | 1. Understand characteristics of “good citizenship” as exemplified by historic and ordinary people.  
2. Explain the responsibilities of being a member of various groups (e.g. family, school, community). |
Deming Public Schools Social Studies Curriculum
Grade 2

**Standard #4 – Economics**

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.

**Deming Public School EPSS:** III, IV, V

**Career Readiness:** 1, 2, 3, 4, 5

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Performance Expectation/Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>1. Identify economic decisions made by individuals and households and explain how resources are distributed.</td>
</tr>
</tbody>
</table>
| Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services. | 1. Understand the roles of producers and consumers in the production of goods and services.  
2. Explain the role of the worker in the local economy. |
| Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities. | 1. Understand that money is the generally accepted medium of exchange in most societies, and that different countries use different currencies. |
**Deming Public Schools Social Studies Curriculum**  
**Grade 3**

**Standard #1 - History:** 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.

**Deming Public School EPSS:** I, II, IV, V  
**Career Readiness:** 1, 2, 3, 5

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Performance Expectation/Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how contemporary and historical people and events have influenced New Mexico communities and regions.</td>
<td>1. Describe how the lives and contributions of people of New Mexico influenced local communities and regions.</td>
</tr>
<tr>
<td>Understand connections among historical events, people, and symbols significant to United States history and cultures.</td>
<td>1. Describe local events and their connections to state history.</td>
</tr>
<tr>
<td>Students will identify and describe similar historical characteristics of the United States and its neighboring countries.</td>
<td>1. Identify and compare components that create a community in the United States and its neighboring countries.</td>
</tr>
<tr>
<td>Understand time passage and chronology.</td>
<td>1. Interpret information from multiple resources and contexts to determine chronological relationships.</td>
</tr>
</tbody>
</table>
## Deming Public Schools Social Studies Curriculum

### Grade 3

**Standard #2 - Geography**

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.

### Deming Public School EPSS:

<table>
<thead>
<tr>
<th>Career Readiness:</th>
<th>I, III, IV, V</th>
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<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Performance Expectation/Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
| Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change. | 1. Describe how human and natural processes can sometimes work together to shape the appearance of places (e.g., post-fire reforestation).  
2. Explore examples of environmental and social changes in various regions. |
| Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present. | 1. Identify personal behaviors that can affect community planning.  
2. Identify ways in which people have modified their environments (e.g., building roads, clearing land for development, mining, and constructing towns and cities).  
3. Describe the consequences of human modification of the natural environment (e.g., use of irrigation to improve crop yields, highways). |
| Understand how physical processes shape the Earth’s surface patterns and biosystems. | 1. Identify the components of the Earth’s biosystems and their makeup (e.g., air, land, water, plants, and animals).  
2. Describe how physical processes shape features on the Earth’s surface. |
| Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, | 1. Describe how patterns of culture vary geographically.  
2. Describe how transportation and communication networks are used in daily life.  
3. Describe how cooperation and conflict affect neighborhoods and communities. |
cooperation, and conflict.  

| Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources. | 1. Identify the characteristics of renewable and nonrenewable resources. |
Deming Public Schools Social Studies Curriculum
Grade 3

Standard #3 – Civics & Government

Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.

Deming Public School EPSS:  I, II, III, IV, V
Career Readiness: 1, 2, 3, 4, 5

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments. | 1. Explain the basic structure and functions of local governments.  
2. Describe and give examples of “public good.”  
3. Explain how New Mexico helps to form a nation with other states. |
| 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. | 1. Explain how symbols, songs, icons, and traditions combine to reflect various cultures over time. |
| Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government. | 1. Describe how the majority protects the rights of the minority.  
2. Explain how rules/laws are made and compare different processes used by local, state, tribal, and national governments to determine rules/laws. |
| Understand rights and responsibilities of “good citizenship” as members of a family, school and community. | 1. Explain the significance of participation and cooperation in a classroom and community.  
2. Understands the impact of individual and group decisions on communities in a democratic society.  
3. Explain the significance and process of voting. |
Deming Public Schools Social Studies Curriculum
Grade 3

Standard #4 – Economics  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.

Deming Public School EPSS:  III, IV, V
Career Readiness:  1, 2, 3, 4, 5

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Performance Expectation/Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>1. Explain that people want more goods and services than is possible to produce. 2. Define and categorize resources (e.g., human, financial, natural). 3. Identify a variety of products that use similar resources.</td>
</tr>
<tr>
<td>Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.</td>
<td>1. Recognize that a market system exists whenever buyers and sellers exchange goods and services. 2. Understand how businesses operate in the United States’ free enterprise system. 3. Identify examples of economic systems.</td>
</tr>
<tr>
<td>Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.</td>
<td>1. Understand the purposes of spending and saving money. 2. Identify currency, credit, debit, and checks as the basic mediums of exchange in Western society.</td>
</tr>
</tbody>
</table>
## Deming Public Schools Social Studies Curriculum
### Grade 4

**Standard #1 - History:** 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.

**Deming Public School EPSS:** I, II, IV, V  
**Career Readiness:** 1, 2, 3, 5

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Performance Expectation/Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how contemporary and historical people and events have</td>
<td>1. Identify important issues, events, and individuals from New Mexico pre-history to the present.</td>
</tr>
<tr>
<td>influenced New Mexico communities and regions.</td>
<td>2. Describe the role of contemporary figures and how their contributions and perspectives are creating impact in New Mexico.</td>
</tr>
<tr>
<td>Understand connections among historical events, people, and symbols</td>
<td>1. Describe local events and their connections and relationships to national history.</td>
</tr>
<tr>
<td>significant to United States history and cultures.</td>
<td></td>
</tr>
<tr>
<td>Students will identify and describe similar historical characteristics</td>
<td>1. Explain how historical events, people, and culture influence present day Canada, Mexico, and the United States (e.g., food, art, shelter, language).</td>
</tr>
<tr>
<td>of the United States and its neighboring countries.</td>
<td></td>
</tr>
<tr>
<td>Understand time passage and chronology.</td>
<td>1. Describe and explain how historians and archaeologists provide information about people in different time periods.</td>
</tr>
</tbody>
</table>
Deming Public Schools Social Studies Curriculum
Grade 4

**Standard #2 - Geography**
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.

**Deming Public School EPSS:** I, III, IV, V
**Career Readiness:** 2, 3, 4, 5

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Performance Expectation/Objectives</th>
</tr>
</thead>
</table>
| 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. | 1. Apply geographic tools of title, grid system, legends, symbols, scale, and compass rose to construct and interpret maps.  
2. Translate geographic information into a variety of formats such as graphs, maps, diagrams, and charts.  
3. Draw conclusions and make generalizations from geographic information and inquiry. |
| Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change. | 1. Identify a region as an area with unifying characteristics (e.g., human, weather, agriculture, industry, natural characteristics).  
2. Describe the regions of New Mexico, the United States, and the Western Hemisphere.  
3. Identify ways in which different individuals and groups of people view and relate to places and regions. |
| Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present. | 1. Explain how geographic factors have influenced people, including settlement patterns and population distribution in New Mexico, past and present.  
2. Describe how environments, both natural and man-made, have influenced people and events over time, and describe how places change.  
3. Understand how visual data (e.g., maps, graphs, diagrams, tables, charts) organizes and presents geographic information. |
| Understand how physical processes shape the Earth’s surface patterns and biosystems. | 1. Explain how the Earth-Sun relationships produce day and night, seasons, major climatic variations, and cause the need for time zones.  
2. Describe the four provinces (plains, mountains, plateau, and basin and range) that make up New Mexico’s land surface (geographic conditions). |
| Describe how economic, political, cultural, and social | 1. Describe how cultures change.  
2. Describe how geographic factors influence the location and distribution of economic activities. |
| processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict. | 3. Describe types and patterns of settlements.  
4. Identify the causes of human migration.  
5. Describe how and why people create boundaries and describe types of boundaries. |
<table>
<thead>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.</td>
<td>1. Identify the distributions of natural and man-made resources in New Mexico, the Southwest, and the United States.</td>
</tr>
</tbody>
</table>
### Deming Public Schools Social Studies Curriculum

**Grade 4**

**Standard #3 – Civics & Government**

Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.

**Deming Public School EPSS:** I, II, III, IV, V  
**Career Readiness:** 1, 2, 3, 4, 5

<table>
<thead>
<tr>
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<th>Performance Expectation/Objectives</th>
</tr>
</thead>
</table>
| Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments. | 1. Explain how the organization of New Mexico’s government changed during its early history.  
2. Compare how the State of New Mexico serves national interests and the interests of New Mexicans.  
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. |
| 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. | 1. Describe various cultures and the communities they represent, and explain how they have evolved over time. |
| Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government. | 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. |
| Understand rights and responsibilities of “good citizenship” as members of a family, school and community. | 1. Explain the difference between rights and responsibilities, why we have rules and laws, and the role of citizenship in promoting them.  
2. Examine issues of human rights. |
Deming Public Schools Social Studies Curriculum
Grade 4

Standard #4 – Economics
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.

Deming Public School EPSS:
III, IV, V
Career Readiness:
1, 2, 3, 4, 5

<table>
<thead>
<tr>
<th>Benchmark</th>
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</thead>
</table>
| 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). | 1. Understand when choices are made that those choices impose “opportunity costs.”  
2. Describe different economic, public, and/or community incentives (wages, business profits, amenities rights for property owners and renters).  
3. Illustrate how resources can be used in alternative ways and allocated to different users.  
4. Explain why there may be unequal distribution of resources (e.g., among people, communities, states, nations).  
5. Understand and explain how conflict may arise between private and public incentives (e.g., new parks, parking structures). |
| Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services. | 1. Understand how the characteristics and benefits of the free enterprise system in New Mexico compare to other economic systems in New Mexico (e.g., acequia systems).  
2. Explain that government raises money by taxing and borrowing to pay for the goods and services it provides. |
| Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities. | 1. Identify patterns of work and economic activity in New Mexico and their sustainability over time (e.g., farming, ranching, mining, retail, transportation, manufacturing, tourism, high tech).  
2. Explain how New Mexico, the United States, and other parts of the world are economically interdependent.  
3. Explain that banks handle currency and other forms of money and serve as intermediaries between savers and borrowers.  
4. Explain that money can be used to express the “market value” of goods and services in the form of prices.  
5. Use data to explain an economic pattern. |
<table>
<thead>
<tr>
<th>Benchmark</th>
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</tr>
</thead>
</table>
| Explore and explain how people and events have influenced the development of New Mexico up to the present day. | 1. Describe changes of governance of New Mexico (e.g., indigenous, Spanish, Mexican, French, Texan, United States).  
2. Explain the reasons for European exploration of the Americas.                                                                                           |
| 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. | 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)  
2. Describe and explain the reasons for colonization, to include:  
  - religious freedom  
  - desire for land  
  - economic opportunity  
  - a new way of life, including the role and views of key individuals who founded colonies (e.g., John Smith, William Penn, Lord Baltimore).  
3. Explain the significance of major historical documents (e.g., the Mayflower Compact, the Declaration of Independence, Federalist Papers, United States Constitution, Bill of Rights, the Gettysburg Address).  
4. Identify the interactions between American Indians and European settlers, including agriculture, cultural exchanges, alliances, and conflicts (e.g., the First Thanksgiving, the Pueblo Revolt, French and Indian War).  
5. Describe how the introduction of slavery into the Americas, and especially the United States, laid a foundation for conflict.  
6. Explain early representative government and identify democratic practices that emerged (e.g., Iroquois Nation model, town meetings, assemblies). |
| Compare and contrast major historical eras, events, and                   | 1. Describe the characteristics of early societies, including the development of tools and adaptation to environments.                                                                                                               |
| Figures from ancient civilizations to the Age of Exploration. | 2. Identify, describe, and explain the political, religious, economic and social conditions in Europe that led to the Era of Colonization.  
3. Identify the European countries that colonized the North American continent and their areas of settlement.  
4. Describe the development of slavery as a widespread practice that limits human freedoms and potentials. |
| --- | --- |
| Research historical events and people from a variety of perspectives. | 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.  
2. Use resources for historical information (e.g., libraries, museums, historical societies, courthouse, world wide web, family records, elders).  
3. Gather, organize, and interpret information using a variety of media and technology.  
4. Show the relationship between social contexts and events.  
5. Use effective communication skills and strategies to share research findings. |
## Deming Public Schools Social Studies Curriculum

**Grade 5**

### Standard #2 - Geography

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.

**Deming Public School EPSS:** I, III, IV, V  
**Career Readiness:** 2, 3, 4, 5

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Performance Expectation/Objectives</th>
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</thead>
</table>
| 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. | 1. Make and use different kinds of maps, globes, charts, and databases.  
2. Demonstrate how different areas of the United States are organized and interconnected.  
3. Identify and locate each of the fifty states and capitols of the United States.  
4. Identify tribal territories within states.  
5. Employ fundamental geographic vocabulary (e.g., latitude, longitude, interdependence, accessibility, connections).  
6. Demonstrate a relational understanding of time zones.  
7. Use spatial organization to communicate information  
8. Identify and locate natural and man-made features of local, regional, state, national, and international locales. |
| 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. | 1. Describe human and natural characteristics of places.  
2. Describe similarities and differences among regions of the globe, and their patterns of change. |
| Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes. | 1. Describe how man-made and natural environments have influenced conditions in the past.  
2. Identify and define geographic issues and problems from accounts of current events. |
| Explain how physical processes shape the Earth’s surface patterns and biosystems. | 1. Explain how the four provinces of New Mexico’s land surface (plains, mountains, plateau, and basin and range) support life. |
| Understand how economic, | 1. Explain how physical features influenced the expansion of the United States. |
### Deming Public Schools Social Studies Curriculum
#### Grade 5

<table>
<thead>
<tr>
<th>political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.</th>
<th>Understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution, and relative importance of resources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand how resources impact daily life.</td>
<td><strong>1.</strong> Understand how resources impact daily life.</td>
</tr>
</tbody>
</table>
Deming Public Schools Social Studies Curriculum  
Grade 5

**Standard #3 – Civics & Government**

Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.

**Deming Public School EPSS:** I, II, III, IV, V  
**Career Readiness:** 1, 2, 3, 4, 5

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Performance Expectation/Objectives</th>
</tr>
</thead>
</table>
| Understand the structure, functions, and powers of government (local, state, tribal and national). | 1. Explain how the three branches of national government function and understand how they are defined in the United States Constitution.  
2. Identify the fundamental ideals and principles of our republican form of government (e.g., inalienable rights (“life, liberty, and the pursuit of happiness”), the rule of law, justice, equality under the law).  
3. Identify and describe the significance of American symbols, landmarks, and essential documents (e.g., Declaration of Independence; United States Constitution; Bill of Rights; Federalist Papers; Washington, DC; Liberty Bell; Gettysburg Address; Statute of Liberty; government to government accords; Treaty of Guadalupe Hildago; Gadsden Purchase).  
4. Compare and contrast the basic government sovereignty of local, state, tribal, and national governments. |
| 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. | 1. Explain the significance and importance of American customs, symbols, landmarks, and celebrations.  
2. Identify and summarize contributions of various racial, ethnic, and religious groups to national identity.  
3. Describe selected ethnic and religious customs and celebrations that enhance local, state, tribal, and national identities. |
| Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government. | 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:  
- colonists’ and Native Americans’ shared sense of individualism, independence, and religious freedom that developed before the Revolution  
- Articles of Confederation |
### Deming Public Schools Social Studies Curriculum
#### Grade 5

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<tbody>
<tr>
<td>1.</td>
<td>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.</td>
</tr>
<tr>
<td>2.</td>
<td>Describe the contributions and roles of major individuals, including George Washington, James Madison, and Benjamin Franklin.</td>
</tr>
<tr>
<td></td>
<td>Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries.</td>
</tr>
</tbody>
</table>

- Purpose of the Constitutional Convention
- Natural rights expressed in the Declaration of Independence
### Deming Public Schools Social Studies Curriculum
#### Grade 5

**Standard #4 – Economics**

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.

**Deming Public School EPSS:** III, IV, V  
**Career Readiness:** 1, 2, 3, 4, 5

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Performance Expectation/Objectives</th>
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| 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. | 1. Understand the impact of supply and demand on consumers and producers in a free enterprise system.  
2. Understand the patterns of work and economic activities in New Mexico and the United States (e.g., farming, ranching, oil and gas production, high tech, manufacturing, medicine).  
3. Describe the aspects of trade.  
4. Explain how voluntary trade is not coercive.  

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

| Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today’s world. | 1. Understand basic economic patterns of early societies (e.g., hunter-gathers, early farming, business).  
2. Understand the economic motivation of exploration and colonization by colonial powers.  |
Deming Public Schools Social Studies Curriculum  
Grade 6

Standard #1 - History: 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.

Deming Public School EPSS: I, II, IV, V  
Career Readiness: 1, 2, 3, 5

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Performance Expectation/Objectives</th>
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</thead>
<tbody>
<tr>
<td>Explore and explain how people and events have influenced the development of New Mexico up to the present day.</td>
<td>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.</td>
</tr>
</tbody>
</table>
| 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. | 1. Explain and describe the origins, obstacles, and impact of the Age of Exploration, to include:  
  - 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. |
| Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration. | 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:  
  - 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).  
  2. Describe and analyze the geographic, political, economic, religious, and social structures of early civilizations of India, to include:  
  - location and description of the river systems and other topographical features that supported the rise of this civilization  
  - significance of the Aryan invasions |
Deming Public Schools Social Studies Curriculum

Grade 6

- 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).

3. Describe and analyze the geographic, political, economic, religious, and social structures of the early civilizations in China, to include:
   - 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).

4. Describe major religions of the world to include Hinduism, Buddhism, Judaism, Christianity and Islam (e.g., founding leaders, traditions, customs, beliefs).

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:
   - 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).

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:
   - 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
| Research historical events and people from a variety of perspectives | Crusades  
- impact of the Black Plague  
- contributions and roles of key figures (e.g., Charlemagne, Joan of Arc, Marco Polo). |
| --- | --- |
| 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.  
2. Identify different points of view about an issue or topic.  
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. |
Deming Public Schools Social Studies Curriculum  
Grade 6

**Standard #2 - Geography**  
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.

**Deming Public School EPSS:** I, III, IV, V  
**Career Readiness:** 2, 3, 4, 5

<table>
<thead>
<tr>
<th>Benchmark</th>
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| 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. | 1. Identify the location of places using latitude and longitude.  
2. Draw complex and accurate maps from memory and interpret them to answer questions about the location of physical features. |
| 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. | 1. Explain how places change due to human activity.  
2. Explain how places and regions serve as cultural symbols and explore the influences and effects of regional symbols.  
3. Identify a region by its formal, functional, or perceived characteristics. |
| Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes. | 1. Compare and contrast the influences of man-made and natural environments upon ancient civilizations. |
| Explain how physical processes shape the Earth’s surface patterns and biosystems. | 1. Describe how physical processes shape the environmental patterns of air, land, water, plants and animals. |
| Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, | 1. Explain how human migration impacted places, societies, and civilizations.  
2. Describe, locate, and compare different settlement patterns throughout the world.  
3. Explain how cultures create a cultural landscape, locally and throughout the world, and how these landscapes change over time. |
Deming Public Schools Social Studies Curriculum
Grade 6

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<th>and their interdependence, cooperation, and conflict.</th>
<th>Understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution, and relative importance of resources.</th>
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<tbody>
<tr>
<td>1. Describe how human modifications to physical environments and use of resources in one place often lead to changes in other places.</td>
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</table>
### Deming Public Schools Social Studies Curriculum
#### Grade 6

**Standard #3 – Civics & Government**
Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.

**Deming Public School EPSS:** I, II, III, IV, V  
**Career Readiness:** 1, 2, 3, 4, 5

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| Understand the structure, functions, and powers of government (local, state, tribal and national). | 1. Describe the concept of democracy as developed by the Greeks, and compare the evolution of democracies throughout the world.  
2. Describe the concept of republic as developed by the Romans and compare to other republican governments. |
| 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. | 1. Describe the significance of leadership in democratic societies and provide examples of local, national, and international leadership, to include:  
- qualities of leadership  
- names and contributions New Mexico leaders  
- names and contributions of national leaders. |
| Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government. | 1. Explain how Greek and Roman societies expanded and advanced the role of citizen.  
2. Identify historical origins of democratic forms of government (e.g., early civilizations, Native American governments). |
| Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries. | 1. Understand that the nature of citizenship varies among societies. |
### Deming Public Schools Social Studies Curriculum

**Grade 6**

#### Standard #4 – Economics

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.

**Deming Public School EPSS:** III, IV, V  
**Career Readiness:** 1, 2, 3, 4, 5

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Performance Expectation/Objectives</th>
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<tbody>
<tr>
<td>Explain and describe how individuals, households, businesses, governments,</td>
<td>1. Explain and predict how people respond to economic and intrinsic incentives.</td>
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<td>and societies make decisions, are influenced by incentives (economic as</td>
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<td>well as intrinsic) and the availability and use of scarce resources, and</td>
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<td>that their choices involve costs and varying ways of allocating.</td>
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<td>Explain how economic systems impact the way individuals, households,</td>
<td>1. Describe the characteristics of traditional, command, market, and mixed economic systems.</td>
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<td>households, businesses, governments and societies make decisions about</td>
<td>2. Explain how different economic systems affect the allocation of resources.</td>
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<td>resources and the production and distribution of goods and services.</td>
<td>3. Understand the role that “factors of production” play in a society’s economy (e.g., natural</td>
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<td>resources, labor, capital, entrepreneurs).</td>
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<td>Describe the patterns of trade and exchange in early societies and</td>
<td>1. Compare and contrast the trade patterns of early civilizations.</td>
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<tr>
<td>civilizations and explore the extent of their continuation in today’s</td>
<td>2. Analyze the impact of the Neolithic agricultural revolution on mankind and the impact of</td>
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<tr>
<td>world.</td>
<td>technological changes in the Bronze Age and the Iron Age.</td>
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</table>
Standard #1 - History: 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.

Deming Public School EPSS: I, IV, V
Career Readiness: 2, 3, 4, 5

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<thead>
<tr>
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<tbody>
<tr>
<td>Explore and explain how people and events have influenced the development of New Mexico up to the present day.</td>
<td>1. Compare and contrast the contributions of the civilizations of the Western Hemisphere (e.g., Aztecs, Mayas, Toltecs, Mound Builders) with the early civilizations of the Eastern Hemisphere (e.g., Sumerians, Babylonians, Hebrews, Egyptians) and their impact upon societies, to include: • effect on world economies and trade • roles of people, class structures, language • religious traditions and forms of government • cultural and scientific contributions (e.g., advances in astronomy, mathematics, agriculture, architecture, artistic and oral traditions, development of writing systems and calendars). 2. Describe the characteristics of other indigenous peoples that had an affect upon New Mexico’s development (e.g., pueblo farmers, great plains horse culture, nomadic bands, noting their development of tools, trading routes, adaptation to environments, social structure, domestication of plants, and animals). 3. Explain the significance of trails and trade routes within the region (e.g., Spanish Trail, Camino Real, Santa Fe Trail). 4. Describe how important individuals, groups, and events impacted the development of New Mexico from 16th century to the present (e.g., Don Juan de Oñate, Don Diego de Vargas, Pueblo Revolt, Popé, 1837 Revolt, 1848 Rebellion, Treaty of Guadalupe Hildago, William Becknell and the Santa Fe Trail, Buffalo Soldiers, Lincoln County War, Navajo Long Walk, Theodore Roosevelt and the Rough Riders, Robert Goddard, J. Robert Oppenhiemer, Smokey Bear, Dennis Chavez, Manuel Lujan, Manhattan Project, Harrison Schmitt, Albuquerque International Balloon Fiesta). 5. Explain how New Mexicans have adapted to their physical environments to meet their needs over time (e.g., living in the desert, control over water resources, pueblo structure, highway system, use of natural resources). 6. Explain the impact of New Mexico on the development of the American West up to the present, to</td>
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Deming Public Schools Social Studies Curriculum  
Grade 7

<table>
<thead>
<tr>
<th>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.</th>
<th>1. Analyze United States political policies on expansion of the United States into the Southwest (e.g., Mexican Cession, Gadsden Purchase, broken treaties, Long Walk of the Navajos).</th>
</tr>
</thead>
</table>
| Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration. | 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:  
   - 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).  
2. Describe and analyze the geographic, political, economic, religious, and social structures of early civilizations of India, to include:  
   - location and description of the river systems and other topographical features that supported the rise of this civilization  
   - significance of the Aryan invasions  
   - 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).  
3. Describe and analyze the geographic, political, economic, religious, and social structures of the early civilizations in China, to include: |
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<th>Deming Public Schools Social Studies Curriculum</th>
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<td>Grade 7</td>
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</tbody>
</table>

1. Analyze and evaluate information by developing and applying criteria for selecting appropriate information and use it to answer critical questions.

2. Research historical events and people from a variety of sources.

3. Analyze and evaluate information by developing and applying criteria for selecting appropriate information and use it to answer critical questions.

4. Describe major religions of the world to include Hinduism, Buddhism, Judaism, Christianity and Islam (e.g., founding leaders, traditions, customs, beliefs).

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:
   - 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).

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:
   - 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).
| perspectives. | 2. Demonstrate the ability to examine history from the perspectives of the participants.  
3. Use the problem-solving process to identify a problem; gather information, list and consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution using technology to present findings. |
**Deming Public Schools Social Studies Curriculum**  
**Grade 7**

**Standard #2 - Geography**  
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.

**Deming Public School EPSS:** I, II  
**Career Readiness:** 1, 2, 3, 4, 5

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</table>
| 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. | 1. Describe ways that mental maps reflect attitudes about places.  
2. Describe factors affecting location of human activities, including land use patterns in urban, suburban, and rural areas. |
| 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. | 1. Select and explore a region by its distinguishing characteristics.  
2. Describe the role of technology in shaping the characteristics of places.  
3. Explain how and why regions change using global examples.  
4. Describe geographically based pathways of inter-regional interaction (e.g., Camino Real’s role in establishing a major trade and communication route in the New World, the significance of waterways). |
| Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes. | 1. Explain how differing perceptions of places, people, and resources have affected events and conditions in the past.  
2. Interpret and analyze geographic information obtained from a variety of sources (e.g., maps, directly witnessed and surveillance photographic and digital data, symbolic representations [e.g., graphs, charts, diagrams, tables], personal documents, and interviews).  
3. Recognize geographic questions and understand how to plan and execute an inquiry to answer them.  
4. Explain a contemporary issue using geographic knowledge, tools, and perspectives. |
| Explain how physical processes shape the Earth’s surface patterns and biosystems. | 1. Explain how physical processes influence the formation and location of resources.  
2. Use data to interpret changing patterns of air, land, water, plants, and animals.  
3. Explain how ecosystems influence settlements and societies. |
| Understand how economic, | 1. Analyze New Mexico settlement patterns and their impact on current issues. |
### Deming Public Schools Social Studies Curriculum
#### Grade 7

| political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict. | 2. Describe and analyze how the study of geography is used to improve our quality of life, including urban and environmental planning  
3. Explain the accessibility to the New Mexico territory via the Santa Fe Trail and the railroad, conflicts with indigenous peoples, and the resulting development of New Mexico. |
|---|---|

| Understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution, and relative importance of resources. | 1. Describe and evaluate the use and distribution of resources and their impact on countries throughout the world.  
2. Describe how environmental events (e.g., hurricanes, tornados, floods) affect human activities and resources. |
# Deming Public Schools Social Studies Curriculum

## Grade 7

**Standard #3 – Civics & Government**

Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.

**Deming Public School EPSS:** I, II, III, IV, V  
**Career Readiness:** 1, 2, 3, 4, 5

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<th>Benchmark</th>
<th>Performance Expectation/Objectives</th>
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</table>
| Understand the structure, functions, and powers of government (local, state, tribal and national). | 1. Explain the structure and functions of New Mexico’s state government as expressed in the New Mexico Constitution, to include:  
  - roles and methods of initiative, referendum, and recall processes  
  - function of multiple executive offices  
  - election process (e.g., primaries and general elections)  
  - criminal justice system (e.g., juvenile justice).  
  2. Explain the roles and relationships of different levels of the legislative process, to include:  
  - structure of New Mexico legislative districts (e.g., number of districts, students’ legislative district, representatives and senators of the students’ district).  
  - the structure of the New Mexico Legislature and leaders of the Legislature during the current session (e.g., bicameral, House of Representatives and Senate, Speaker of the House of Representatives, Senate Pro Tem).  
  - Compare the structure and functions of the New Mexico Legislature with that of the state’s tribal governments (e.g., Pueblo Indian Council; Navajo, Apache, and Hopi nations). |
| 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. | 1. Explain the concept of diversity and its significance within the political and social unity of New Mexico.  
  2. Describe ways in which different groups maintain their cultural heritage.  
  3. Explain how New Mexico’s state legislature and other state legislatures identify symbols representative of a state.  
  4. Identify official and unofficial public symbols of various cultures and describe how they are or are not exemplary of enduring elements of those cultures. |
| Compare political philosophies | 1. Compare and contrast New Mexico’s entry into the United States with that of the original thirteen United States. |
and concepts of government that became the foundation for the American Revolution and the United States government.

1. Understand the structure and function of New Mexico government as created by the New Mexico Constitution and how it supports local, tribal, and federal governments.

2. Explain the roles of citizens in political decision-making (e.g., voting, petitioning public officials, analyzing issues).

| Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries. | 1. Explain the obligations and responsibilities of citizenship (e.g., the obligations of upholding the Constitution, obeying the law, paying taxes, jury duty).
2. Explain the roles of citizens in political decision-making (e.g., voting, petitioning public officials, analyzing issues). |
## Deming Public Schools Social Studies Curriculum
### Grade 7

**Standard #4 – Economics**  
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.

**Deming Public School EPSS:**  
I, II, III, IV, V

**Career Readiness:**  
1, 2, 3, 4, 5

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<th>Benchmark</th>
<th>Performance Expectation/Objectives</th>
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</table>
| 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. | 1. Explain how economic and intrinsic incentives influence how individuals, households, businesses, governments, and societies allocate and use their scarce resources.  
2. Explain why cooperation can yield higher benefits. |
| 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. | 1. Identify governmental activities that affect local, state, tribal, and national economies.  
2. Analyze the impact of taxing and spending decisions upon individuals, organizations, businesses, and various government entities.  
3. Explain the relationship of New Mexico with tribal governments regarding compact issues (e.g., taxes, gambling revenue, rights of way). |
| Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today’s world. | 1. Explain how specialization leads to interdependence and describe ways most Americans depend on people in other households, communities, and nations for some of the goods they consume.  
2. Understand the interdependencies between the economies of New Mexican, the United States, and the world.  
3. Understand the factors that currently limit New Mexico from becoming an urban state, including the availability and allocation of water, and the extent to which New Mexico relies upon traditional economic forms (e.g., the acequia systems, localized agricultural markets). |
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<td>4.</td>
<td>Describe the relationship between New Mexico, tribal, and United States economic systems.</td>
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<tr>
<td>5.</td>
<td>Compare and contrast New Mexico commerce with that of other states’ commerce.</td>
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</table>
Deming Public Schools Social Studies Curriculum
Grade 8

**Standard #1 - History:** 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.

Deming Public School EPSS: I, II, III, IV, V
Career Readiness: 2, 3, 4, 5

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| Explore and explain how people and events have influenced the development of New Mexico up to the present day. | 1. Compare and contrast the settlement patterns of the American Southwest with other regions of the United States.  
2. Analyze New Mexico’s role and impact on the outcome of the Civil War (e.g., strategic geographic location, significance of the Battle of Glorieta Pass, trade routes to California, native allegiances).  
3. Explain the role New Mexico played in the United States participation in the Spanish American War. |
| 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. | 1. Describe, evaluate, and interpret the economic and political reasons for the American Revolution, to include:  
- attempts to regulate colonial trade through passage of Tea Act, Stamp Act, and Intolerable Acts  
- colonists’ reaction to British policy (e.g., boycotts, the Sons of Liberty, petitions, appeals to Parliament)  
- the ideas expressed in the Declaration of Independence, including the Preamble.  
2. Describe the aspirations, ideals, and events that served as the foundation for the creation of a new national government, to include:  
- Articles of Confederation, the Constitution, and the success of each in implementing the ideals of the Declaration of Independence  
- major debates of the Constitutional Convention and their resolution (e.g., *The Federalist Papers*)  
- contributions and roles of major individuals in the writing and ratification of the Constitution (e.g., George Washington, James Madison, Alexander Hamilton, Thomas Jefferson, James Monroe, John Jay)  
- struggles over ratification of the Constitution and the creation of the Bill of Rights.  
3. Describe and explain the actions taken to build one nation from thirteen states, to include:  
- precedents established by George Washington (e.g., Cabinet, two-term presidency) |
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|   | ● Alexander Hamilton’s financial plan (e.g., the National Bank, payment of debts)  
   | ● creation of political parties (Democratic Republicans and the Federalists).  
| 4. | Describe the successes and failures of the reforms during the Age of Jackson, to include:  
   | ● extension of franchise to all white men  
   | ● Indian Removal, The Trail of Tears, The Long Walk  
   | ● abolition movement (e.g., Quakers, Harriet Tubman, Underground Railroad).  
| 5. | Describe, explain, and analyze the aims and impact of Western Expansion and the settlement of the United States, to include:  
   | ● American belief in Manifest Destiny and how it led to the Mexican War and its consequences  
   | ● compare African American and Native American slavery  
   | ● westward migration of peoples (e.g., Oregon, California, Mormons, and Southwest)  
   | ● origins and early history of the Women’s Movement.  
| 6. | Explain how sectionalism led to the Civil War, to include:  
   | ● different economies that developed in the North, South, and West  
   | ● addition of new states to the Union and the balance of power in the United States Senate (Missouri and 1850 Compromises)  
   | ● extension of slavery into the territories (e.g., Dred Scott Decision, Kansas-Nebraska Act, Frederick Douglass, John Brown)  
   | ● presidential election of 1860, Lincoln’s victory, and the South’s secession.  
| 7. | Explain the course and consequences of the Civil War and how it divided people in the United States, to include:  
   | ● contributions and significance of key figures (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, William Tecumseh Sherman, Ulysses S. Grant)  
   | ● major turning points in the Civil War, including Gettysburg  
   | ● unique nature of the Civil War (e.g., impact of Americans fighting Americans, high casualties caused by disease and type of warfare, widespread destruction of American property)  
   | ● role of African Americans  
   | ● purpose and effect of the Emancipation Proclamation.  
| 8. | Analyze the character and lasting consequences of Reconstruction, to include:  
   | ● Reconstruction plans  
   | ● impact of Lincoln’s assassination and the impeachment of Andrew Johnson  
   | ● attempts to protect the rights and enhance the opportunities for freemen by the 13th, 14th, and
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| 15th Amendments to the United States Constitution  
  - post-Civil War segregation policies and their resulting impact on racial issues in the United States. |
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<td>Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration.</td>
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| 1. Describe and explain the significance of the Line of Demarcation on the colonization of the New World.  
  2. Compare and contrast the influence of European countries (e.g., England, France, Holland) on the development of colonies in the New World.  
  3. Describe and explain the impact the American Revolution on France and the French Revolution. |
| Research historical events and people from a variety of perspectives. |
| 1. Understand and apply the problem-solving skills for historical research, to include:  
  - use of primary and secondary sources  
  - sequencing  
  - posing questions to be answered by historical inquiry  
  - collecting, interpreting, and applying information  
  - gathering and validating materials that present a variety of perspectives. |
## Deming Public Schools Social Studies Curriculum
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**Standard #2 - Geography**  
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.

**Deming Public School EPSS:** I, II, III, IV, V  
**Career Readiness:** 3, 4, 5

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| 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. | 1. Describe patterns and processes of migration and diffusion.  
2. Provide a historic overview of patterns of population expansion into the West by the many diverse groups of people (e.g., Native Americans, European Americans, and others) to include movement into the Southwest along established settlement, trade, and rail routes. |
| 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. | 1. Describe how individual and cultural characteristics affect perceptions of locales and regions.  
2. Describe political, population, and economic regions that result from patterns of human activity, using New Mexico as an example. |
| Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes. | 1. Explain and evaluate how changing perceptions of place and the natural environment have affected human behavior. |
| Explain how physical processes shape the Earth’s surface patterns and biosystems. | 1. Explain how human activities and physical processes influence change in ecosystems. |
| Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, | 1. Explain and describe how movement of people impacted and shaped western settlement of the United States (e.g., growth of towns and cities, affect upon native populations, railroads, livestock). |
| and their interdependence, cooperation, and conflict. | 1. Describe the differing viewpoints that individuals and groups have with respect to the use of resources. |
| Understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution, and relative importance of resources. |  |
### Deming Public Schools Social Studies Curriculum
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**Standard #3 – Civics & Government**

Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.

**Deming Public School EPSS:**  I, II, III, IV, V, VI  
**Career Readiness:**  4, 5

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| Understand the structure, functions, and powers of government (local, state, tribal and national). | 1. Explain the structure and functions of the national government as expressed in the United States Constitution, and explain the powers granted to the three branches of government and those reserved to the people, states, and tribes, to include:  
  - the federal system dividing sovereignty between the states and the federal government, and their supporting bureaucracies  
  - the sovereignty of Native American tribes in relation to state and federal governments (and government to government relationships)  
  - Bill of Rights, amendments to Constitution  
  - the primacy of individual liberty  
  - Constitution is designed to secure our liberty by both empowering and limiting central government  
  - struggles over the creation of the Bill of Rights and its ratification  
  - separation of powers through the development of differing branches  
  - John Marshall’s role in judicial review, including *Marbury v. Madison*.  
  - Identify and describe a citizen's fundamental constitutional rights, to include:  
    - freedom of religion, expression, assembly, and press  
    - right to a fair trial  
    - equal protection and due process.  
    - Describe the contributions of Native Americans in providing a model that was utilized in forming the United States government (Iroquois Nation).  
    - Explain and describe how water rights and energy issues cross state and national boundaries. |

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. | American beliefs and principles.  
2. Explain the importance of point of view and its relationship to freedom of speech and press. |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government. | 1. Describe political philosophies and concepts of government that became the foundation for the American Revolution and the United States government, to include:  
   - ideas of the nature of government and rights of the individuals expressed in the Declaration of Independence with its roots in English philosophers (e.g., John Locke)  
   - concept of limited government and the rule of law established in the Magna Carta and the English Bill of Rights  
   - social covenant established in the Mayflower Compact  
   - characteristics of representative governments  
   - anti-Federalist and Federalist arguments towards the new Constitution, including those expressed in The Federalist Papers  
   - concepts of federalism, democracy, bicameralism, separation of powers, and checks and balances.  
2. Explain the concept and practice of separation of powers among the Congress, the president, and the Supreme Court.  
3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people. |
| Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries. | 1. Explain basic law-making processes and how the design of the United States Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., elections, political parties, interest groups).  
2. Understand the multiplicity and complexity of human rights issues. |
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**Standard #4 – Economics**

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.

**Deming Public School EPSS:** I, III, IV, VI

**Career Readiness:** 1, 2, 3, 4, 5

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| 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. | 1. Explain and provide examples of economic goals.  
2. Analyze the full costs and benefits of alternative uses of resources that will lead to productive use of resources today and in the future.  
3. Explain that tension between individuals, groups, and/or countries is often based upon differential access to resources.                                                                                                                                                                                                                                                                                                                                                                                                 |
| 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. | 1. Describe the relationships among supply, demand, and price and their roles in the United States market system.  
2. Identify how fundamental characteristics of the United States’ economic system influence economic decision making (e.g., private property, profits, competition) at local, state, tribal, and national levels.  
3. Explain changing economic activities in the United States and New Mexico and the role of technology in those changes.  
4. Identify situations in which price and value diverge.  
5. Describe the use of money over time (e.g., college funds beginning in elementary years, saving accounts, 401Ks).                                                                                                                                                                                                                                                                                                                                                                                                 |
| Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in | 1. Understand why various sections of the early United States developed different patterns of economic activity and explore why and to what extent those differences remain today.  
2. Understand how various economic forces resulted in the Industrial Revolution in the 19th century.  
3. Explain how economic interdependence between countries around the world can improve the |
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<th>today’s world.</th>
<th>standard of living.</th>
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<td>4.</td>
<td>Explain the rise of the credit system and how the use of credit involves the use of someone else’s money at a certain interest rate, and explore the social impact of credit, pro and con.</td>
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<td>5.</td>
<td>Explain the exchange rate as the price of a nation’s currency.</td>
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<td>6.</td>
<td>Describe the role of technology in economic development, historically and in the contemporary world.</td>
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<td>7.</td>
<td>Describe how “cost benefits” are determined by individuals, groups, societies, and nations in capitalist systems.</td>
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