

**Portales Municipal Schools
Social Studies Curriculum Map-2018
Grade 4**

(Updated May 2018)

ESSENTIAL QUESTIONS: How do historians and archaeologists help us understand history?					
STRAND: History Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.		BENCHMARK: I-D – Skills: Understand time passage and chronology. Strand: Geography (Use to support other benchmarks throughout.) Content Standard II: Students understand how physical, natural, cultural processes influence where people live, the way in which people live, and how societies interact with one another and their environments. Benchmark: II-A 1, 2, 3			
1 s t 9 w e e k s	PEFORMANCE STANDARD I-D1 Describe and explain how historians and archaeologists provide information about people in different time periods.	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted Archaeologist and Historians <ul style="list-style-type: none"> • Tools • Education 	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to: TSW role play the career of an archaeologist or historian by modeling how specific tools might be used.	ASSESSMENTS Rubric for a written skit produced by students	STUDENT MATERIALS AND RESOURCES New Mexico: Scott Foresman Ch. 2 Lesson 1

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ESSENTIAL QUESTIONS: What do we mean by region?					
STRAND: Geography Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.		BENCHMARK: II-B: Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change. II-D: Understand how physical processes shape the Earth’s patterns and biosystems. Strand: Geography (Use to support other benchmarks throughout.) Content Standard II: Students understand how physical, natural, cultural processes influence where people live, the way in which people live, and how societies interact with one another and their environments. Benchmark: II-A 1, 2, 3			
I s t o r y	P E R F O R M A N C E S T A N D A R D	C O N C E P T S / S K I L L S	S T U D E N T A C T I V I T I E S A N D I N S T R U C T I O N A L S T R A T E G I E S (W h a t a n d H o w)	A S S E S S M E N T S	S T U D E N T M A T E R I A L S A N D R E S O U R C E S
	II-B 1 Identify a region as an area with unifying characteristics (e.g. human, weather, agriculture, industry, and natural characteristics.) II-B 2 Describe the regions of Western Hemisphere and the United States. II-B 3 Identify ways in which different individuals and groups of people view and relate to places and regions. II-D 1 Explain how the Earth-sun relationships produce day and night, seasons, major climatic variations, and cause the need for time zones. II-D 2 Describe the four provinces (plains, mountains, plateaus, basin and range) that makes up New Mexico lands surface (geographic conditions)	Review/Extend previously introduced skill unless noted Regions <ul style="list-style-type: none"> • 5 Regions of the United States • Characteristics • Western Hemisphere • Boundaries NM Provinces <ul style="list-style-type: none"> • Plains • Mountains • Plateaus • Basin and range 	The student will be able to: TSW produce a regions mosaic, showing the five regions of the United States. TSW design a travel poster/brochure advertising a particular region. TSW compose a letter to a friend persuading them to move to a particular region by describing the land features. TSW label the countries and continents of the Western Hemisphere. TSW illustrate how New Mexico’s seasons happen by looking at the rotation and revolution of the Earth.	Mosaic map <ul style="list-style-type: none"> • Correct identification of regions • Legend/key referencing regions Rubric Letter structure, factual content Map Diagram/illustration	Atlas, Blank United States map, construction paper, and glue Poster paper/typing paper, colored pencils, resource materials (text book, encyclopedias, internet, and atlas) Reference materials Atlas, Blank Western Hemisphere map, and color pencils New Mexico by: Scott Foresman Chapter 1 Lesson 2

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ESSENTIAL QUESTIONS: Why do people settle in different regions?					
STRAND: Geography Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.		BENCHMARK: II-C: Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present. Strand: Geography (Use to support other benchmarks throughout.) Content Standard II: Students understand how physical, natural, cultural processes influence where people live, the way in which people live, and how societies interact with one another and their environments. Benchmark: II-A 1, 2, 3 http://geography.pppst.com/mapskills.html			
I s t 9 w e e ks	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	II-C 1 Explain how geographic factors have influenced people, including settlement patterns and population distribution in New Mexico, past and present. II-C 2 Describe how environments, both natural and man-made, have influenced people and events over time, and describe how places change. II-C 3 Understand how visual data (e.g. maps, graphs, diagrams, tables, and charts) organizes and presents geographic information. II-F 1 Identify the distributions of natural and man-made resources in New Mexico, Southwest, and the United States.	Review/Extend previously introduced skill unless noted Settlement Patterns <ul style="list-style-type: none"> • Why people move to NM? Population Distribution <ul style="list-style-type: none"> • Where people settled? Resources <ul style="list-style-type: none"> • Distribution Effects of natural and man-made resources in New Mexico.	The student will be able to: TSW compare population distribution and resource distribution in New Mexico by analyzing a map. TSW create a table showing major cities, populations, and reasons for people living in a particular area. TSW read about natural and man-made resources, water, minerals, and how land is used and discuss the impact these resources have in New Mexico.	Class Discussion Table 3, 2, 1 (3 facts, 2 questions that they would like to know more about, and 1 interesting idea.)	New Mexico State Activity Book (Resource copied and placed in bookroom) Current population numbers, paper, and information on what each city has to offer. New Mexico by Scott Foresman Chapter 1 Lesson 3

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ESSENTIAL QUESTIONS: How did the Native Americans flourish in New Mexico?					
<p>STRAND: History Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.</p> <p>STRAND: Economics Content Standard IV: Students understand basic economy and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.</p>		<p>BENCHMARK: I-A – New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions. IV-A: Understand that individuals, households, businesses, governments, and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives (both economic and intrinsic). Strand: Geography (Use to support other benchmarks throughout.) Content Standard II: Students understand how physical, natural, cultural processes influence where people live, the way in which people live, and how societies interact with one another and their environments. Benchmark: II-A 1, 2, 3 http://geography.pppst.com/mapskills.html</p>			
2 n d 9 w e k	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	<p>I-A1 Identify important issues, events, and individuals from New Mexico pre-history to the present.</p> <p>IV-A 1 Understand when choices are made that those choices impose “opportunity costs”</p> <p>IV-A 2 Describe different economic, public, and/or community’s incentives.</p> <p>IV-A 3 Illustrate how resources can be used in alternative ways and, sometimes, allocated to different users.</p>	<p>Review/Extend previously introduced skill unless noted</p> <p>Native American Groups:</p> <ul style="list-style-type: none"> • Pueblo Peoples • Apache • Navajo <p>Native American economic opportunities:</p> <ul style="list-style-type: none"> • Trade • Herding • Agricultural • Jewelry • Pottery • Weaving 	<p>The student will be able to:</p> <p>TSW read and discuss in small groups early peoples in New Mexico pre-history.</p> <p>TSW design and build a pueblo.</p> <p>TSW design and construct a product to illustrate a way Native Americans created economic opportunities</p> <ul style="list-style-type: none"> • Weaving • Jewelry making • Clay pottery • Sand paintings <p>Students will have the opportunity to sell or trade their final products. (This activity also addresses II C2)</p>	<p>Class Discussion, Comprehension Questions</p> <p>Final Product</p> <p>Written product explaining how that item would be used economically.</p>	<p>New Mexico by Scott Foresman Chapter 2 Lesson 1</p> <p>Art supplies</p>

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ESSENTIAL QUESTIONS: How did the Native Americans flourish in New Mexico?					
<p>STRAND: Government Content Standard III: Students understand the ideas, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.</p> <p>STRAND: Geography Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies, interact with one another and their environments.</p>		<p>BENCHMARK: III-D: Understand rights and responsibilities of “good citizenship” as members of a family, school, and community. II-E: Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.</p> <p>Strand: Geography (Use to support other benchmarks throughout.) Content Standard II: Students understand how physical, natural, cultural processes influence where people live, the way in which people live, and how societies interact with one another and their environments. Benchmark: II-A 1, 2, 3 http://geography.pppst.com/mapskills.html</p>			
2 n d 9 w e e ks	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	<p>III-D 1 Explain the difference between rights and responsibilities, why we have rules and laws, and the role of citizenship in promoting them.</p> <p>III-D 2 Examine issues of human rights.</p> <p>II-E 2 Describe how geographic factors influence the location and distribution of economic activities.</p> <p>II-E 3 Describe types and patterns of settlements.</p> <p>II-E 4 Identify the causes of human migration.</p> <p>II-E 5 Describe how and why people create boundaries and describe types of boundaries.</p>	<p>Review/Extend previously introduced skill unless noted</p> <p>Rights/responsibilities among the different Native American tribes.</p> <p>Identify location of different tribes in New Mexico and why they selected that particular region.</p>	<p>The student will be able to:</p> <p>TSW simulate the roles of a tribe within the classroom by creating characters for the students (e.g. medicine men, chief, hunters/gathers, story tellers, children, etc)</p> <p>TSW create a map depicting the location of the Navajos, Apaches, and Pueblos or earlier tribes (Anasazi, Mogollon)</p>	<p>Journal Entry as particular character</p> <p>Completed map</p>	<p>Resources about the roles of individuals in a particular tribe.</p> <p>Blank New Mexico map, New Mexico State Activity Book</p> <p>Copy in bookroom</p>

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ESSENTIAL QUESTIONS: Why did Spanish explorers settle in New Mexico?					
<p>STRAND: History Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.</p> <p>STRAND: Government Content Standard III: Students understand the ideas, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.</p>		<p>BENCHMARK: I-A-New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions. III-A: Know the fundamental purposes, concepts structures and functions of local, state, tribal, and national governments. III-C: Become familiar with the basic purposes of government with New Mexico and the United States. Strand: Geography (Use to support other benchmarks throughout.) Content Standard II: Students understand how physical, natural, cultural processes influence where people live, the way in which people live, and how societies interact with one another and their environments. Benchmark: II-A 1, 2, 3 http://geography.pppst.com/mapskills.html</p>			
3 r d 9 w e e ks	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	<p>I-A 1 Identify important issues, events and individuals from New Mexico pre-history to the present.</p> <p>III-A 1 Explain how the organization of New Mexico’s government changed during its early history.</p> <p>III-C 1 Compare and contrast how the various governments have applied rules/laws, majority rule, “public good,” and protections of the minority in different periods of New Mexico’s history.</p>	<p>Review/Extend previously introduced skill unless noted</p> <p><u>Impact of exploration</u></p> <ul style="list-style-type: none"> ● Spanish Explorers ● Missionaries ● Effects on Native Americans ● Pueblo Revolt ● Changes in the life of a Native American tribe ● Moving from tribal to more organized government. 	<p>The student will be able to:</p> <p>TSW create a timeline showing the arrival of different Spanish explorers.</p> <p>TSW select an explorer from the created timeline and discuss in a small group the impact they had in New Mexico by composing a paragraph.</p> <p>TSW compare and contrast tribal government to the new government of the Spanish using a Venn Diagram.</p> <p>TSW read about Spanish and Mexican rule and discuss the impacts on New Mexico.</p>	<p>Correct order of dates and explorers.</p> <p>Finished paragraph with factual information</p> <p>Venn Diagram</p> <p>Class Discussion (Informal assessment)</p>	<p>New Mexico by Scott</p> <p>Foresman Chapter 2 Lesson 2 Paper and pencil and timeline</p> <p>Paper and pencil</p> <p>New Mexico by Scott</p> <p>Foresman Chapter 2 Lesson 3</p>

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ESSENTIAL QUESTIONS: What changes did Native Americans face because of Spanish settlement in New Mexico?					
<p>STRAND: Government Content Standard III: Students understand the ideas, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.</p> <p>STRAND: Economics Content Standard IV: Students understand basic economy and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.</p>		<p>BENCHMARK: III-D: Understand rights and responsibilities of “good citizenship” as members of a family, school, and community. IV-A: Understand that individuals, households, businesses, governments, and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives (both economic and intrinsic). Strand: Geography (Use to support other benchmarks throughout.) Content Standard II: Students understand how physical, natural, cultural processes influence where people live, the way in which people live, and how societies interact with one another and their environments. Benchmark: II-A 1, 2, 3 http://geography.pppst.com/mapskills.html</p>			
3 r d 9 w e e k s	PEFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	<p>III-D 1 Explain the difference between rights and responsibilities, why we have rules and laws, and the role of citizenship in promoting them.</p> <p>III-D 2 Examine issues of human rights.</p> <p>IV-A 1 Understand when choices are made that those choices impose “opportunity costs”</p> <p>IV-A 2 Describe different economic, public, and/or community’s incentives.</p> <p>IV-A 3 Illustrate how resources can be used in alternative ways and, sometimes, allocated to different users.</p>	<p>Review/Extend previously introduced skill unless noted</p> <p>Changes in the rights/responsibilities of the Native Americans as Spanish explorers settle New Mexico.</p> <p>Blending of resources and skills and how these items were used. (Blankets became more decorative and fancy rather than a practical need.)</p>	<p>TSW debate perspectives, Native American and Spanish Explorers, and their role in the government.</p> <p>TSW journal as a Native American, the changes happening with the settlement of explorers and how it is affecting their everyday lives.</p> <p>TSW research different ways the Native Americans and Spanish explorers used resources to help each other survive and present findings to the class.</p> <p>TSW construct a chart showing Spanish contributions and how they are used today.</p>	<p>Presentation of facts supporting their side</p> <p>At least 3 key ideas</p> <p>Identify at least one way the two cultures blended their resources.</p> <p>Completed chart</p>	<p>Internet, encyclopedias, textbook</p> <p>New Mexico State Activity Book</p> <p>pg. 24 Copy in bookroom</p>

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ESSENTIAL QUESTIONS: What changes did Native Americans face because of Spanish settlement in New Mexico?					
<p>STRAND: Geography Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies, interact with one another and their environments.</p> <p>STRAND: History Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.</p>		<p>BENCHMARK: II-E: Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict. I-C: World- Students will identify and describe similar historical characteristics of the United States and its neighboring countries. Strand: Geography (Use to support other benchmarks throughout.) Content Standard II: Students understand how physical, natural, cultural processes influence where people live, the way in which people live, and how societies interact with one another and their environments. Benchmark: II-A 1, 2, 3</p>			
3 r d 9 w e e k s	PEFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	<p>II-E 1 Describe how cultures change.</p> <p>I-C1 Explain how historical events, people, and culture influence present day Canada, Mexico, and the United States.</p>	<p>Review/Extend previously introduced skill unless noted</p> <p>Mixing the two cultures</p> <ul style="list-style-type: none"> • Celebrations • Arts • Food • Marriage • Art • Language • Shelter 	<p>The student will be able to:</p> <p>TSW select an item from their bedroom and find an alternative way to use it to benefit the classroom.</p> <p>TSW observe the evolution of shelter, art, or food throughout New Mexico history and record their findings on a timeline.</p>	<p>Reasonable application</p> <p>Completed Timeline</p>	<p>Pictures, Internet, Encyclopedias, http://www.foodtimeline.org/foodmexican.html <i>Me and Uncle Romie</i></p>

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ESSENTIAL QUESTIONS: How has New Mexico changed and how might it change in the future?					
<p>STRAND: History Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.</p> <p>STRAND: Government Content Standard III: Students understand the ideas, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.</p>		<p>BENCHMARK: I-A-New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions. III-A: Know the fundamental purposes, concepts structures and functions of local, state, tribal, and national governments. Strand: Geography (Use to support other benchmarks throughout.) Content Standard II: Students understand how physical, natural, cultural processes influence where people live, the way in which people live, and how societies interact with one another and their environments. Benchmark: II-A 1, 2, 3</p>			
4 t h g w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	I-A 1 Identify important issues, events and individuals from New Mexico pre-history to the present.	Review/Extend previously introduced skill unless noted	The student will be able to:	Completed poster with accurate information	Internet, text book, The Big New Mexico Reproducible
	I-A 2 Describe the role of contemporary figures and how their contributions and perspectives are creating impact in New Mexico.	<p>Current:</p> <ul style="list-style-type: none"> • Events • Important people • Celebrations/Festivals 	TSW develop a poster focusing on tourists' attraction, significant people, and other interesting facts about New Mexico to display in the hall.		Activity Book
	III-A 2 Compare how the state of New Mexico serves national interest and the interest of New Mexicans.	Local Government	TSW complete a project in pairs showing the organization of government.	Class Presentation/Poster	New Mexico Government Projects by Carole Marsh
III-A 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, and national level.	<p>Government</p> <ul style="list-style-type: none"> • State • National 				

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ESSENTIAL QUESTIONS: How has New Mexico changed and how might it change in the future?					
STRAND: Economics Content Standard IV: Students understand basic economy and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.		BENCHMARK: IV-B: Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services. IV-C: Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies and their interdependent qualities. Strand: Geography (Use to support other benchmarks throughout.) Content Standard II: Students understand how physical, natural, cultural processes influence where people live, the way in which people live, and how societies interact with one another and their environments. Benchmark: II-A 1, 2, 3 http://geography.pppst.com/mapskills.html			
4 t h 9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	<p>IV-B1 Understand how the characteristics and benefits of the free enterprise system in New Mexico compare to other economic systems in New Mexico</p> <p>IV-B2 Explain that government raises money by taxing and borrowing to pay for the goods and service it provides.</p> <p>IV-C1 Identify patterns of work and economic activity in New Mexico and their sustainability over time.</p> <p>IV-C2 Explain how New Mexico, the United States, and other parts of the world are economically interdependent.</p> <p>IV-C3 Explain that banks handle currency and other forms of money and serve as intermediaries between savers and borrowers.</p> <p>IV-C4 Explain that money can be used to express the "market value" of goods and services in the form of prices.</p> <p>IV-C5 Use data to explain an economic pattern.</p>	<p>Review/Extend previously introduced skill unless noted</p> <p>Free enterprise Taxing Borrowing Farming, ranching, mining, Currency Economic Patterns</p>	<p>TSW develop a plan for dividing their resources (e.g. playground and equipment) among both 3rd grade and 4th grade by following the model of the Aquecia community.</p> <p>TSW participate in a money reward system showing how currency, banking, borrowing, and taxing work in New Mexico.</p> <p>TSW interview a guest speaker(s) about his/her profession and economic impact it has on New Mexico.</p> <p style="text-align: center;">These activities will address the IV-A 4-5 on page 11.</p>	<p>Clear presentation and reference to the free enterprise system</p> <p>Following rules/ effectively saving and using money for various purposes in classroom</p> <p>Appropriate questions</p>	<p>New Mexico by: Scott</p> <hr/> <p>Foresman Chapter 1 Lesson 3; Chapter 3 Lesson 3</p> <p>Play money (Harcourt Math Teacher Resource book)</p> <p>Professional men and/or women in the community in ranching, farming, mining, transportation...</p>

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4 t h 9 w e k	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	IV-A 4 Explain why there may be unequal distribution of resources (e.g. among people, communities, states, nations) IV-A 5 Understand and explain how conflict may arise between private and public incentives (e.g. parks, parking structures) III-D2 Examine issues of human rights.	Review/Extend previously introduced skill unless noted Free enterprise Taxing Borrowing Farming, ranching, mining, Currency Economic Patterns Human Rights	The student will be able to: TSW create a list of all the different rights they have as a citizen of New Mexico and the United States in a small group.	Complete list with at least 5 rights identified	New Mexico by: Scott Foresman Chapter 3 Lesson 1

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4 t h 9 w e e k	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	I-B1 Describe local events and their connections and relationships to national history.	Review/Extend previously introduced skill unless noted Local Events <ul style="list-style-type: none"> ● Heritage Days ● Roswell Incident ● Area Museums ● Veteran's Day ● Constitution Day ● Cannon Air force 	The student will be able to: TSW compare a section of New Mexico's constitution to a section of United States constitution using each document in pairs.	T-chart showing the similarities and differences.	Copy of New Mexico Constitution https://ballotpedia.org/Ne
	III-B 1 Describe various cultures and the communities they represent, and explain how they have evolved over time.	Culture (Present and Past) Communities	TSW participate in a culminating activity involving all fourth grade students. The activity will showcase New Mexico past and present focusing on the highlights of our state, important figures, and events.	Final Project and presentation to parents, school, and administration	Copy of United States Constitution http://www.usconstitution.net/constkids.html 4 th grade team planning meetings and prep