

Jemez Valley Public Schools
FOURTH GRADE SOCIAL STUDIES • CONTENT MAP

Quadrant I	Quadrant II	Quadrant III	Quadrant IV
Strand 1: History			
Standard: 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.			
<p>Define "historian" and "archaeologist" and explain what each does.</p> <p>Identify who originally lived in the area that became New Mexico and how they lived.</p> <p>Describe and explain how historians and archaeologists provide information about people in different time periods.</p>	<p>Identify who migrated and settled in the area that became New Mexico (e.g., Mexicans, Spanish) and how they lived.</p> <p>Identify important issues, events, and individuals from New Mexico pre-history to the present.</p>	<p>Identify who settled in New Mexico (e.g., Anglos) and how New Mexico became part of the United States.</p>	<p>Identify contemporary figures and how their contributions and perspectives are creating impact in New Mexico.</p> <p>Describe local events and their connections and relationships to national history.</p> <p>Explain how historical events, people and culture influence present day Canada, Mexico and the United States (e.g. food, art, shelter)</p>

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Strand II: Geography			
Standard: 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>Apply geographic tools of title, grid system, legends, symbols, scale and compass rose to construct and interpret maps.</p> <p>Identify a region as an area with unifying characteristics (human, weather, agriculture, industry, natural characteristics).</p> <p>Describe the four provinces (plains, mountains, plateau, and basin and range) that make up New Mexico's land surface (geographic conditions) and identify the major waterways.</p> <p>Translate geographic information into a variety of formats such as graphs, maps, diagrams and charts.</p> <p>Describe the regions of New Mexico, the United States and the western hemisphere.</p> <p>Describe how environments, both natural and man-made, have influenced people and events over time.</p> <p>Identify ways in which different individuals and groups of people view and relate to places and regions.</p>	<p>Draw conclusions and make generalizations from geographic information and inquiry.</p> <p>Explain how geographic factors have influenced people, including settlement patterns and population distribution in New Mexico, past and present.</p> <p>Understand how visual data (maps, graphs, diagrams, tables, charts) organizes and presents geographic information.</p> <p>Identify the causes of human migration.</p> <p>Describe how geographic factors influence the location and distribution of economic activities.</p>	<p>Describe how and why people create boundaries and describe types of boundaries (acequias, ejidos, reservations, state lines).</p> <p>Describe types and patterns of settlements (American Indian, Spanish, Anglo).</p> <p>Describe how places change.</p> <p>Identify the distributions of natural and man-made resources in New Mexico, the Southwest and the United States.</p> <p>Identify and draw on a map the states that border modern day New Mexico.</p>	<p>Describe how cultures change</p>

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Strand III: Civics and Government Standard: 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.			
Define "being a good citizen" in a classroom and a school setting. Explain why there are rules. Describe early American Indian way of life (social organization, food, religion, etc.) in the area that became New Mexico.	Describe Mexican and Spanish way of life (social organization, food, religion, etc.) in New Mexico. Describe Anglo way of life (social organization, food, religion, etc.) in New Mexico.	Explain how the organization of New Mexico's government changed during its early history. Explain the difference between rights and responsibilities, why we have rules and laws, and the role of citizenship in promoting them. Compare how the State of New Mexico serves national interests and the interests of New Mexicans. Describe various cultures and the communities they represent, and explain how they have evolved over time.	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. Examine issues of human rights
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Strand IV: Economics Standard: 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.			
Identify patterns of work and economic activity in New Mexico and their sustainability over time (farming, ranching, mining, retail, transportation, manufacturing, tourism, high tech).		Define "opportunity costs." Compare and contrast the acequia system with the US free enterprise system. Understand when choices are made that those choices impose "opportunity costs." Illustrate how resources can be used in different ways. Explain why there may be unequal distribution of resources (among people, communities, states, nations).	Explain how New Mexico, the United States, and other parts of the world are economically interdependent. Use data to explain an economic pattern.