

# Social Studies Curriculum

## Fourth Grade

### “New Mexico and United States Geography and Culture”

It is important that fourth graders understand the story of New Mexico. Not only is New Mexico their home, it presents a fascinating story in its own right. This story cannot be told without the context of United States geography and of the varied cultures and their richness and differences. By the end of fourth grade students should understand the people of New Mexico and their ethnic, racial, and cultural diversity. Emphasis should also be placed on the regional geography of New Mexico and students should be able to analyze how the geography of the United States has influenced the cultures and formation of New Mexico.

#### Archdiocese of Santa Fe Standard 1:

#### History:

**Students are able to identify important people and events; understand trends and movements; as well as analyze significant patterns, relationships, themes, ideas, beliefs and turning points in New Mexico, United States and world history. Students will evaluate historic and current events in the context of Catholic Social Principles and recognize the role of the Church in human history.**

#### Critical for Mastery in Grade 4

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>Students identify contemporary and historical people, events, and places that have influenced New Mexico communities and regions.</b>		
1. Identify important issues, events, and individuals from New Mexico pre-history to the present (e.g., Don Juan de Onate, Archbishop Lamy, Pueblo Revolt, Popé, Lincoln County Wars).	<ul style="list-style-type: none"> <li>• Present a written and oral report on an historical event, person, and/or symbol significant to United States, New Mexico, or Church history and culture.</li> </ul>	
2. Determine the role of contemporary figures (Georgia O’Keeffe, J. Robert Oppenheimer, etc.) and how their	<ul style="list-style-type: none"> <li>• Create a picture book about an important individual in contemporary New Mexico.</li> </ul>	

contributions and perspectives are creating impact in New Mexico.		
3. Discuss the Church and its role in New Mexico history.	<ul style="list-style-type: none"> <li>• Create a three dimensional model of a Catholic mission church in New Mexico.</li> </ul>	
4. Explain how historical events, people, and culture influence present day Canada, Mexico, and the United States (e.g., food, art, shelter, language).	<ul style="list-style-type: none"> <li>• Create a two-column chart labeled Now and Then to compare food, art, shelter, and language in Canada, Mexico, and the United States.</li> </ul>	
5. List types and patterns of settlements.	<ul style="list-style-type: none"> <li>• Do journal entries from different points of view describing the life of a Native American, Spanish settler, or missionary.</li> </ul>	
6. Identify the causes of human migration.	<ul style="list-style-type: none"> <li>• Write a paragraph telling why humans migrated.</li> </ul>	
7. Describe the Spanish exploration and colonization of New Mexico, including the relationships among soldiers, missionaries, and Native Americans.	<ul style="list-style-type: none"> <li>• Create a Venn diagram comparing issues of human rights in the history of New Mexico with the Church's teachings on social justice.</li> </ul>	
8. Utilize current events to keep informed of recent happenings.	<ul style="list-style-type: none"> <li>• Use the local newspaper and select a local, state, or national article and write a report on it including your reaction.</li> </ul>	
9. Identify local events and their connections and relationships to state and national history.	<ul style="list-style-type: none"> <li>• Choose an event, such as the Balloon Fiesta or Gathering of Nations, and create a poster showing the history and important facts about the event.</li> </ul>	
10. Summarize the changes of governance of New Mexico (e.g., indigenous, Spanish, Mexican, United States).	<ul style="list-style-type: none"> <li>• Create a four section chart describing the who-what-when-where of the indigenous, Spanish, Mexican, and United States forms of government.</li> </ul>	
11. Research the various symbols of New Mexico.	<ul style="list-style-type: none"> <li>• Create a PowerPoint presentation of New Mexico symbols, landmarks, important documents, etc.</li> </ul>	

**Archdiocese of Santa Fe Standard 2:**

**People in Societies, Cultural Diversity and Catholic Identity:**

Students are able to explore, describe, compare and contrast the diverse nature of various cultures as reflected through their literature, language, arts, traditions, beliefs, values and behaviors. Students will describe, compare and contrast similarities and differences in the ways groups, societies, cultures and the Catholic Church address similar human needs and concerns while developing a respect for the dignity of human life.

**Critical for Mastery in Grade 4**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>Students identify the various cultures of New Mexico and their influence on today’s society. Students are able to relate the historical effect of the Catholic Church on the culture of New Mexico.</b>		
1. Identify the Church, Church issues, individuals, and events, and their impact on settlement and formation of New Mexico.	<ul style="list-style-type: none"> <li>• Present a written and/or oral report on an historical event, people, and/or symbol of Church history and New Mexico culture.</li> </ul>	
2. Recognize the effects of the Church on historical events, people, and culture in North America.	<ul style="list-style-type: none"> <li>• Prepare a cause and effect chart showing the Church’s influence on people, culture, and events in North America.</li> </ul>	
3. Investigate various cultures and the communities they represent and explain how they have evolved over time.	<ul style="list-style-type: none"> <li>• Have a celebration of the various cultures found in New Mexico. Share food, costumes, music, stories, etc. with the class.</li> </ul>	
4. Examine Church values in resolving conflicts and disagreements.	<ul style="list-style-type: none"> <li>• Design a mediation system for resolving conflict in the classroom.</li> </ul>	
5. Analyze how Church beliefs directed cultural changes in New Mexico.	<ul style="list-style-type: none"> <li>• Show how the Pueblo people’s spiritual beliefs had to change due to the controlling influence of the Spanish missionaries.</li> </ul>	
6. Recognize the Church missionary expansion as a vital part of immigration into the New World.	<ul style="list-style-type: none"> <li>• Compare the population demographics before and after the missionary period.</li> </ul>	

<p>7. Describe the major Native American groups of New Mexico, their geographic distributions, economic activities, legends, and religious beliefs, and how they depended upon, adapted to, and modified their physical environment by cultivation of land and water resources.</p>	<ul style="list-style-type: none"> <li>• Research a Native American tribe or Pueblo and produce a written report on the geographic location, economic structure, history, legends and stories, and religious beliefs. Include 3-5 pictures and/or graphics and maps.</li> </ul>	
<p>8. Describe the daily lives of the people, Native and non-Native, who occupied forts, pueblos, missions, towns, and ranches.</p>	<ul style="list-style-type: none"> <li>• Have a New Mexico Day. Choose an era and lifestyle in New Mexico history. Dress up and bring in a representative food item. Be prepared to talk about your character's daily life.</li> </ul>	

**Archdiocese of Santa Fe Standard 3:**

**Geography:**

**Students are able to use a variety of geographic tools in order to locate and distinguish among varying landforms and geographic features; and use maps of cities, regions, states, countries and the world to demonstrate understanding of relative location, direction, size and shape. Students will 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.**

**Critical for Mastery in Grade 4**

<p><b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)</p>	<p><b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)</p>	<p><b>BEST PRACTICES</b></p>
<p><b>Students demonstrate an understanding of the physical and human geographical features that define places and regions in New Mexico and the United States. Students show how these geographical features influence where people live, how they live, and how societies interact with each other and their environments.</b></p>		
<p>1. Explain how and why people create boundaries, and describe types of</p>	<ul style="list-style-type: none"> <li>• Try playing four-square without the lines. Discuss why the boundaries are important.</li> </ul>	

boundaries.		
2. Apply geographic tools of title, grid system, legends, symbols, scale and compass rose to construct and interpret maps.	<ul style="list-style-type: none"> <li>• Create a map of the school with a key, scale, compass rose, and grid system. Trade with a partner and use the map to find an item at a specific location.</li> </ul>	
3. Translate geographic information into a variety of formats such as graphs, maps, diagrams, and charts.	<ul style="list-style-type: none"> <li>• Create a chart using a data processing program (e.g., Excel) showing population breakdowns by ethnic background for your local area.</li> </ul>	
4. Formulate conclusions and make generalizations from geographic information and inquiry.	<ul style="list-style-type: none"> <li>• Choose three different geographic facts about New Mexico and make generalizations about each. For example, (fact) large parts of New Mexico can be called high desert (generalization) much of New Mexico will have warm to hot days and cool nights most of the year.</li> </ul>	
5. Tell in your own words how visual data can organize and present geographic information.	<ul style="list-style-type: none"> <li>• Compare precipitation data with elevation maps of a region of New Mexico.</li> </ul>	
6. Recognize a region as an area with unifying characteristics.	<ul style="list-style-type: none"> <li>• Choose a region of New Mexico and determine what characteristics make it unique.</li> </ul>	
7. Identify the regions of New Mexico, the United States, and the Western Hemisphere.	<ul style="list-style-type: none"> <li>• As a class, create a large scale map of New Mexico, the United States, or the Western Hemisphere showing different regions.</li> </ul>	
8. Explain how the Earth-Sun relationships produce day and night, seasons, major climatic variations, and cause the need for time zones.	<ul style="list-style-type: none"> <li>• Choose a city from each region and compare their time, weather and climate. Write a paragraph explaining the need for time changes/zones.</li> </ul>	
9. Name and describe the four provinces (plains, mountains, plateau, and basin and range) that make up New Mexico's land surface.	<ul style="list-style-type: none"> <li>• Create a three dimensional map of the state using clay or dough.</li> </ul>	
10. Explain how the four provinces that make up New Mexico's land surface support life.	<ul style="list-style-type: none"> <li>• Write a paragraph explaining how life is supported in each of the provinces.</li> </ul>	

11. Locate and identify major cities in New Mexico on a map.	<ul style="list-style-type: none"> <li>On the three dimensional map you have created, label major New Mexico cities.</li> </ul>	
12. Locate major rivers and mountain ranges in New Mexico.	<ul style="list-style-type: none"> <li>On the three dimensional map you have created, label major rivers and mountain ranges in New Mexico.</li> </ul>	
13. Analyze how geographic factors have influenced people, including settlement patterns and population distribution in New Mexico, past and present.	<ul style="list-style-type: none"> <li>Create a population distribution map of four periods: Pueblo period, Spanish colonization, Statehood, and current.</li> </ul>	
14. Recognize United States regions and states, including natural resources and primary industries, as well as various regions' impact on the country.	<ul style="list-style-type: none"> <li>Draw a map of the United States and label regions, states, and primary resources and industries.</li> </ul>	
15. Identify the 50 states and capitals.	<ul style="list-style-type: none"> <li>On an outline map, label all 50 states and capitals.</li> </ul>	
16. Demonstrate how environments, both natural and man-made, change, and influence people and events over time.	<ul style="list-style-type: none"> <li>Compare different cultural events celebrated in two regions of New Mexico. Show how the environment has influenced these events.</li> </ul>	
17. Identify ways in which different individuals and groups of people view and relate to places and regions.	<ul style="list-style-type: none"> <li>Interview an adult and ask for their views and opinions about two different regions of New Mexico.</li> </ul>	

**Archdiocese of Santa Fe Standard 4:**

**Economics:**

**Students are able to understand and explain 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. They can explain and demonstrate financial literacy about the role of money in everyday life and use economic reasoning and Catholic Social Teaching to compare and contrast different economic systems and how they interact from an historical and current point of view.**

### Critical for Mastery in Grade 4

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>Students understand basic economic principles and the impact of economic systems on individuals, families, businesses, and governments.</b>		
1. Recognize when choices are made that those choices impose “opportunity costs.”	<ul style="list-style-type: none"> <li>List pros and cons involved in making a certain decision.</li> </ul>	
2. List different economic, public, and/or community incentives (wages, business profits, amenities, rights for property owners and renters).	<ul style="list-style-type: none"> <li>Interview an adult who has a full-time job. Find out what types of salary, bonuses, benefits are available to that person.</li> </ul>	
3. Illustrate how resources can be used in alternative ways and, sometimes, allocated to different users (e.g., acequia system for water irrigation).	<ul style="list-style-type: none"> <li>Create a web showing how a certain resource (e.g., water) can be used in different ways and how certain uses may be considered more or less important.</li> </ul>	
4. Compare industry and economic activities in New Mexico over time and evaluate their sustainability (e.g., farming, ranching, mining, high-tech industry).	<ul style="list-style-type: none"> <li>Compare over time (1800s – 2000s) an old industry (e.g., uranium mining) with a newer industry (e.g., movie industry). What other industries were or are affected by these? Have they been in existence all along? Are these industries still in existence?</li> </ul>	
5. Explain how New Mexico, the United States, and other parts of the world are economically interdependent.	<ul style="list-style-type: none"> <li>What types of merchandise must we bring into New Mexico and what do we send out? Discuss why this is necessary.</li> </ul>	
6. Demonstrate that banks handle currency and other forms of money and serve as intermediaries between savers and borrowers.	<ul style="list-style-type: none"> <li>Create a storyboard of the “life of a dollar” through the banking system.</li> </ul>	
7. Discuss the fact that money can be used to express the “market value” of goods and services in the form of prices (e.g., supply	<ul style="list-style-type: none"> <li>Create a market value flow chart showing the initial cost of producing goods or services through middle levels</li> </ul>	

and demand).	(transportation and warehousing costs) and finally to market and consumers.	
8. Use data to explain an economic pattern.	<ul style="list-style-type: none"> <li>Collect data from classmates on allowance spending habits and use data to create a chart.</li> </ul>	
9. Explain why there may be unequal distribution of resources among people, communities, states, and nations.	<ul style="list-style-type: none"> <li>Play the “Haves and Have Not’s” game in which you start with 100 M and Ms and divide them among the class based on percentage of people who control the wealth and those who have nothing. Discuss why this happens in real life.</li> </ul>	
10. Predict how conflict may arise between private and public incentives.	<ul style="list-style-type: none"> <li>Hold a class debate on how to use a local vacant lot – private or public use? (e.g., a park or paid parking lot).</li> </ul>	
11. Compare the characteristics and benefits of the free enterprise system in New Mexico to other economic systems in New Mexico (e.g., water rights/acequia system).	<ul style="list-style-type: none"> <li>Research water rights in the Rio Grande valley. Who is allowed to take water from the river or acequia system and why?</li> </ul>	
12. Illustrate how the government raises money, by taxing and borrowing, to pay for the goods and services it provides.	<ul style="list-style-type: none"> <li>Create a poster showing the steps from taxation or borrowing to government services.</li> </ul>	

**Archdiocese of Santa Fe Standard 5:**

**Government, Civics and Citizenship:**

**Students are able to identify the ideals, rights and responsibilities of citizenship; explain government and its role and responsibilities to society; identify and distinguish various forms of government; examine historical documents and the impact they had on the development of government particularly the United States and New Mexico; and describe how government functions at local, state, tribal and national levels. Students will analyze the causes, consequences, and possible solutions to persistent, contemporary and emerging city, state, national and world problems in light of Catholic Social Teaching.**

### Critical for Mastery in Grade 4

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>Students understand the ideals, rights, and responsibilities of citizenship.</b>		
1. Identify how the organization of New Mexico’s government changed during its early history.	<ul style="list-style-type: none"> <li>• Chart similarities and differences between the forms of government found during the Pueblo period, Spanish colonization, Territorial period, and early Statehood.</li> </ul>	
2. Compare how the state of New Mexico serves national interests and the interests of New Mexicans.	<ul style="list-style-type: none"> <li>• List services our state provides to the people of New Mexico as well as to the country.</li> </ul>	
3. Identify the differences 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.	<ul style="list-style-type: none"> <li>• Create a three-tab flip book, label the front: making laws, carrying out laws, and determining if laws are broken. Under each tab write the government body responsible for performing these tasks at the local, state, tribal and national level.</li> </ul>	
4. Examine 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.	<ul style="list-style-type: none"> <li>• Choose a period of New Mexico’s history (e.g., missionary, territorial, or statehood) and write a skit demonstrating the government application of laws and protections. Perform it for the class.</li> </ul>	
5. Explain the difference between rights and responsibilities, why we have rules and laws, and the role of citizenship in promoting them.	<ul style="list-style-type: none"> <li>• Create a class bulletin board illustrating rights, responsibilities and the role of citizens.</li> </ul>	
6. Examine issues of human rights.	<ul style="list-style-type: none"> <li>• Create a definition of “human rights” based on what should be guaranteed to all human beings. Identify at least one case where human rights were violated in New Mexico.</li> </ul>	

**Archdiocese of Santa Fe Standard 6:**

**Social Studies Skills, Methods and Technology:**

Students are able to effectively use critical thinking, research, communication and technology to obtain and use information from oral, visual, print, and electronic sources, both primary and secondary. They can evaluate the reliability and credibility of sources, both fact and opinion; organize and interpret information and communicate orally, visually and in writing; and analyze and synthesize information in order to draw conclusions and to make inferences and predictions. Students will apply the teachings of the Catholic Church as they evaluate the quality and effectiveness of sources of information and effectively share, exchange, explore and question facts and opinions. Knowledge and use of Social Studies skills, methods and technology are integrated throughout the curriculum.

**Critical for Mastery in Grade 4**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICIES</b>
<b>Students use technology and a variety of Social Studies skills and methods to perform research and present findings.</b>		
1. Differentiate between, locate, and use primary and secondary source materials to acquire information.	<ul style="list-style-type: none"> <li>• Create a poster about a specific historic occurrence in New Mexico (i.e., aliens in Roswell, atomic bomb at White Sands, Lincoln County War). Find primary and secondary source materials that describe the event.</li> </ul>	
2. Use resources for historical information.	<ul style="list-style-type: none"> <li>• Use various resources – encyclopedia, textbook, historical fiction, internet sources - to research an historical event that occurred in New Mexico.</li> </ul>	
3. Gather, organize, and interpret information using a variety of media and technology.	<ul style="list-style-type: none"> <li>• Compile your research into a computer generated report complete with pictures, graphs, and charts.</li> </ul>	
4. Express effective communication skills and strategies to share research findings.	<ul style="list-style-type: none"> <li>• Share your research with the class in an oral presentation.</li> </ul>	
5. Describe and explain how historians and archaeologists provide information about	<ul style="list-style-type: none"> <li>• Present a skit providing information about a</li> </ul>	

people in different time periods.	specific historical period in New Mexico, with a historian or archaeologist as the narrator.	
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