

This document provides suggested identification of Essential Standards for [6th Grade New Mexico State Standards for Social Studies](#).

Essential - standards that should be mastered

Very Important - standards that should be included, but may or may not be mastered

Important - should be introduced to students who have mastered Essential and Very Important standards

Strand and Benchmark	Identification of Essential Standards
<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. Students will:</p>	
<ul style="list-style-type: none"> • <i>5-8 Benchmark 1-A. New Mexico:</i> explore and explain how people and events have influenced the development of New Mexico up to the present day: 	<ol style="list-style-type: none"> 1. describe the relationships among ancient civilizations of the world (e.g., scientific discoveries, architecture, politics, cultures and religious systems)
<ul style="list-style-type: none"> • <i>5-8 Benchmark 1-C. World:</i> compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration: 	<ol style="list-style-type: none"> 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 2. describe and analyze the geographic, political, economic, religious and social structures of early civilizations of India, to include 3. describe and analyze the geographic, political, economic, religious and social structures of the early civilizations in China 4. describe major religions of the world to include Hinduism, Buddhism, Judaism, Christianity and Islam 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

	<p>impacts on later civilizations</p> <p>6. compare and contrast the political and economic events and the social and geographic characteristics of medieval European life and their enduring impacts on later civilizations</p>
<ul style="list-style-type: none"> • <i>5-8 Benchmark 1-D</i>. Skills: research historical events and people from a variety of perspectives: 	<ol style="list-style-type: none"> 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; and 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.
<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. Students will</p>	
<ul style="list-style-type: none"> • <i>5-8 Benchmark 2-A</i>: 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: 	<ol style="list-style-type: none"> 1. identify the location of places using latitude and longitude; and 2. interpret maps to answer questions about the location of physical features.
<ul style="list-style-type: none"> • <i>5-8 Benchmark 2-B</i>: 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: 	<ol style="list-style-type: none"> 1. explain how places change due to human activity; 3. identify a region by its formal, functional or perceived characteristics.
<ul style="list-style-type: none"> • <i>5-8 Benchmark 2-C</i>: understand how human behavior impacts man-made and natural environments, recognize past and present results and predict 	<ol style="list-style-type: none"> 1. compare and contrast the influences of man-made and natural environments upon ancient civilizations.

<p>potential changes:</p>	
<ul style="list-style-type: none"> ● <i>5-8 Benchmark 2-E:</i> explain how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict: 	<ol style="list-style-type: none"> 1. explain how human migration impacts places, societies and civilizations; 2. describe, locate and compare different settlement patterns throughout the world; and 3. explain how cultures create a cultural landscape, locally and throughout the world, and how these landscapes change over time.
<ul style="list-style-type: none"> ● <i>5-8 Benchmark 2-F:</i> understand the effects of interactions between human and natural systems in terms of changes in meaning, use, June 2009 7 distribution and relative importance of resources 	<ol style="list-style-type: none"> 1. understand how resources impact daily life
<p>Strand : Civics and Government 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. Students will:</p>	
<ul style="list-style-type: none"> ● <i>5-8 Benchmark 3-A:</i> demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national): 	<ol style="list-style-type: none"> 1. describe the concept of democracy as developed by the Greeks and compare the evolution of democracies throughout the world; and 2. describe the concept of republic as developed by the Romans and compare to other republican governments.
<p>STRAND : Economics Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments. Students will:</p>	
<ul style="list-style-type: none"> ● <i>5-8 Benchmark 4-C:</i> describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation 	<ol style="list-style-type: none"> 1. compare and contrast the trade patterns of early civilizations; and 2. analyze the impact of the Neolithic agricultural revolution on mankind, and the

<p>in today's world:</p>	<p>impact of technological changes in the bronze age and the iron age</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. Students will</p>	
<ul style="list-style-type: none"> 5-8 Benchmark 2-D: Benchmark 2-D: explain how physical processes shape the earth's surface patterns and biosystems: 	<ol style="list-style-type: none"> 1. describe how physical processes shape the environmental patterns of air, land, water, plants and animals.
<p>STRAND : Civics and Government 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. Students will:</p>	
<ul style="list-style-type: none"> 5-8 Benchmark 3-C: compare political philosophies and concepts of government that became the foundation for the American revolution and the United States government: 	<ol style="list-style-type: none"> 1. explain how Greek and Roman societies expanded and advanced the role of citizen; and 2. identify historical origins of democratic forms of government
<p>STRAND : Economics Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments. Students will:</p>	
<ul style="list-style-type: none"> 5-8 Benchmark 4-A: explain and describe how individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability and use of scarce resources, and that 	<ol style="list-style-type: none"> 1. explain and predict how people respond to economic and intrinsic incentives

<p>their choices involve costs and varying ways of allocating:</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. Students will</p>	
<ul style="list-style-type: none"> • 5-8 Benchmark 2-B: explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change: 	<p>2. explain how places and regions serve as cultural symbols and explore the influences and effects of regional symbols;</p>
<p>STRAND : Civics and Government 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. Students will:</p>	
<ul style="list-style-type: none"> • 5-8 Benchmark 3-D: explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes and countries: 	<p>1. understand that the nature of citizenship varies among societies</p>
<p>STRAND : Economics Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments. Students will:</p>	
<ul style="list-style-type: none"> • 5-8 Benchmark 4-B: explain how economic systems impact the way individuals, households, businesses, governments and societies make 	<p>1. describe the characteristics of traditional, command, market and mixed economic systems; 2. explain how different economic systems</p>

<p>decisions about resources and the production and distribution of goods and services:</p>	<p>affect the allocation of resources; and 3. understand the role that “factors of production” play in a society’s economy (e.g., natural resources, labor, capital, entrepreneurs).</p>
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