

**New Mexico Science Content Standards, Benchmarks, and Performance Standards
Social Studies Standards**

Kindergarten – 4th Grade

Strand: History

Standard 1: 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.

K-4 Benchmark I-A: New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.

Grade Performance Standards

- 2 Describe how historical people, groups, and events have influenced the local community.
- 3 Describe how the lives and contributions of people of New Mexico influenced local communities and regions.
- 4 Identify important issues, events, and individuals from New Mexico pre-history to the present. Describe the role of contemporary figures and how their contributions and perspectives are creating impact in New Mexico.

K-4 Benchmark I-B: United States: Understand connections among historical events, people, and symbols significant to United States history and cultures.

Grade Performance Standards

- 3 Describe local events and their connections to state history.
- 4 Describe local events and their connections and relationships to national history.

Strand: Geography

Standard 2: 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.

K-4 Benchmark II-A: 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.

Grade Performance Standard

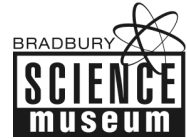
- 4 Draw conclusions and make generalizations from geographic information and inquiry.

K-4 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.

Grade Performance Standard

- 3 Identify ways in which people have modified their environments (e.g., building roads, clearing land for development, mining, and construction of towns and cities.
- 4 Explain how geographic factors have influenced people, including settlement patterns and population distribution in New Mexico, past and present. Describe how environments, both natural and man-made, have influenced people and events over time, and describe how places change.

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**New Mexico Science Content Standards, Benchmarks, and Performance Standards
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5th – 8th Grade

Strand I: History

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.

5-8 Benchmark I-A: New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.

Grade Performance Standards

7 Describe how important individuals, groups, and events impacted the development of New Mexico from 16th century to the present (e.g., J. Robert Oppenheimer, Manhattan Project).

5-8 Benchmark I-D: Skills: Research historical events and people from a variety of perspectives.

Grade Performance Standards

5 Differentiate between, locate, and use primary and secondary sources (e.g., computer software, interviews, biographies, oral histories, print, visual material, artifacts) to acquire information.

Use resources for historical information (e.g., libraries, museums, historical societies, courthouse, world wide web, family records, elders).

6 Identify different points of view about an issue or topic.

7 Demonstrate the ability to examine history from the perspectives of the participants.

8 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.

Strand: Geography

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.

5-8 Benchmark II-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.

Grade Performance Standards

5 Define human and natural characteristics of places.

6 Explain how places change due to human activity.

8 Describe political, population, and economic regions that result from patterns of human activity, using New Mexico as an example.



**New Mexico Science Content Standards, Benchmarks, and Performance Standards
Social Studies Standards**

9th – 12th Grade

Strand: History

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 condition.

9-12 Benchmark I-A: New Mexico: Analyze how people and events of New Mexico have influenced United States and world history since statehood.

Grade Performance Standards

9-12 Analyze the geographic, economic, social, and political factors of New Mexico that impacted United States and world history, to include:

- role of the federal government (e.g., military bases, national laboratories, national parks, Indian reservations, transportation systems, water projects)

Analyze the role and impact of New Mexico and New Mexicans in World War II (e.g., Native Code Talkers, New Mexico National Guard, internment camps, Manhattan Project, Bataan Death March).

Analyze the impact of the arts, sciences, and technology of New Mexico since World War II (e.g., artists, cultural artifacts, nuclear weapons, the arms race, technological advances, scientific developments, high tech industries, federal laboratories).

Explain how New Mexico history represents a framework of knowledge and skills within which to understand the complexity of the human experience, to include:

- analyze perspectives that have shaped the structures of historical knowledge
- describe ways historians study the past
- explain connections made between the past and the present and their impact.

9-12 Benchmark I-B: United States: Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction.

Grade Performance Standards

9-12 Analyze the role of the United States in World War II to include:

- reasons the United States moved from a policy of isolationism to involvement after the bombing of Pearl Harbor
- events on the home front to support the war effort (e.g., war bond drives, mobilization of the war industry, women and minorities in the work force)
- major turning points in the war (e.g., the Battle of Midway, D-Day Invasion, dropping of the atomic bombs on Japan).

Explain how United States history represents a framework of knowledge and skills within which to understand the complexity of the human experience, to include:

- analyze perspectives that have shaped the structure of historical knowledge
- describe ways historians study the past
- explain connections made between the past and the present and their impact.

Analyze and evaluate the causes, events, and impacts of World War II from various perspectives, to include:

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- failures and successes of the Treaty of Versailles and the League of Nations
- rise of totalitarianism (e.g., Nazi Germany's policies of European domination, Holocaust)
- political, diplomatic, and military leadership (e.g., Winston Churchill, Joseph Stalin, Franklin Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Francisco Franco)
- principle theaters of battle, major turning points, and geographic factors in military decisions and outcomes (e.g., Pearl Harbor, "island hopping," D-Day invasion, Stalingrad, atomic bombs dropped on Japan).

Explain how world history presents a framework of knowledge and skills within which to understand the complexity of the human experience, to include:

- analyze perspectives that have shaped the structure of historical knowledge
- describe ways historians study the past
- explain connections made between the past and the present and their impact.

9-12 Benchmark I-D: Skills: Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts.

Grade Performance Standards

Apply chronological and spatial thinking to understand the importance of events.

Describe primary and secondary sources and their uses in research.

Interpret events and issues based upon the historical, economic, political, social, and geographic context of the participants.

Analyze the evolution of particular historical and contemporary perspectives.

Strand: Geography

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.

9-12 Benchmark II-B: Analyze natural and man-made characteristics of worldwide locales; describe regions, their relationships, and patterns of change.

Grade Performance Standards

9-12 Analyze and evaluate changes in regions and recognize the patterns and causes of those changes (e.g., mining, tourism).

9-12 Benchmark II-C: Analyze the impact of people, places, and natural environments upon the past and present in terms of our ability to plan for the future.

Grade Performance Standards

9-12 Analyze the role that spatial relationships have played in effecting historic events.

9-12 Benchmark II-C: Analyze and evaluate how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.

Grade Performance Standards

9-12 Analyze the effects of geographic factors on major events in United States and world history.

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