



Standards Matches for Kidspiration®

<p>New Mexico 2000 Language Arts</p>	<p><i>Kidspiration®3 includes symbols, activities and lessons in English Language Arts and Reading, supporting students as they build skills to meet English Language Arts and Reading standards</i></p>											
	Visually express ideas	Organize ideas	Group and classify	Compare and contrast	Conduct research	Phonemic awareness	Phonics	Vocabulary	Comprehension	Forms of writing	Writing process	Grammar and mechanics
<p>Kindergarten</p>												
<p>Reading and Listening for Comprehension Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</p>												
<p>I-A: Listen to, read, react to, and retell information</p>	x	x							x			
<p>I-B: Locate and use a variety of resources to acquire information across the curriculum</p>	x	x							x			

I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information	x		x	x					x			
I-D: Acquire reading strategies	x					x	x					
Writing and Speaking for Expression Content Standard II: Students will communicate effectively through speaking and writing.												
II-A: Demonstrate competence in speaking to convey information	x											
II-B: Apply grammatical and language conventions to communicate	x	x									x	x
II-C: Demonstrate competence in the skills and strategies of the writing process		x									x	
Literature and Media Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.												
III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world	x	x		x					x			

III-B: Identify and use the types of literature according to their purpose and function	x	x							x			
Grade 1												
Reading and Listening for Comprehension Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.												
I-A: Listen to, read, react to, and retell information	x	x						x	x			
I-B: Locate and use a variety of resources to acquire information across the curriculum	x	x							x			
I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information	x	x		x					x			
I-D: Acquire reading strategies		x				x	x	x	x			
Writing and Speaking for Expression Content Standard II: Students will communicate effectively through speaking and writing.												

II-A: Demonstrate competence in speaking to convey information												
II-B: Apply grammatical and language conventions to communicate												
II-C: Demonstrate competence in the skills and strategies of the writing process	x	x								x	x	
Literature and Media Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.												
III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world	x	x								x		
III-B: Identify and use the types of literature according to their purpose and function	x	x							x			
Grade 2												
Reading and Listening for Comprehension Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.												

I-A: Listen to, read, react to, and retell information	x	x						x	x			
I-B: Locate and use a variety of resources to acquire information across the curriculum	x	x			x					x	x	
I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information		x		x					x			
I-D: Acquire reading strategies		x					x	x	x			
Writing and Speaking for Expression Content Standard II: Students will communicate effectively through speaking and writing.												
II-A: Demonstrate competence in speaking to convey information												
II-B: Apply grammatical and language conventions to communicate		x									x	x
II-C: Demonstrate competence in the skills and strategies of the writing process	x	x								x	x	x

<p>Literature and Media</p> <p>Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.</p>												
<p>III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world</p>	x	x		x						x		
<p>III-B: Identify and use the types of literature according to their purpose and function</p>	x	x		x						x		
Grade 3												
<p>Reading and Listening for Comprehension</p> <p>Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</p>												
<p>I-A: Listen to, read, react to, and retell information</p>	x	x		x				x	x			
<p>I-B: Locate and use a variety of resources to acquire information across the curriculum</p>		x			x							

I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information		x			x				x			
I-D: Acquire reading strategies		x			x		x	x	x			
Writing and Speaking for Expression Content Standard II: Students will communicate effectively through speaking and writing.												
II-A: Demonstrate competence in speaking to convey information												
II-B: Apply grammatical and language conventions to communicate	x	x									x	x
II-C: Demonstrate competence in the skills and strategies of the writing process		x			x					x	x	x
Literature and Media Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.												
III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world	x	x		x					x			

III-B: Identify and use the types of literature according to their purpose and function	x	x		x					x	x	x	
Grade 4												
Reading and Listening for Comprehension Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.												
I-A: Listen to, read, react to, and retell information	x	x		x					x	x		
I-B: Locate and use a variety of resources to acquire information across the curriculum	x	x			x							
I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information		x							x			
I-D: Acquire reading strategies		x					x	x	x			
Writing and Speaking for Expression Content Standard II: Students will communicate effectively through speaking and writing.												

II-A: Demonstrate competence in speaking to convey information	x											
II-B: Apply grammatical and language conventions to communicate		x									x	x
II-C: Demonstrate competence in the skills and strategies of the writing process		x								x	x	x
Literature and Media Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.												
III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world	x	x		x					x			
III-B: Identify and use the types of literature according to their purpose and function	x	x		x					x	x	x	
Grade 5												
Reading and Listening for Comprehension Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.												

I-A: Listen to, read, react to, and interpret information	x	x		x					x			
I-B: Gather and use information for research and other purposes		x		x	x					x		
I-C: Apply critical thinking skills to analyze information	x	x	x	x					x			
I-D: Demonstrate competence in the skills and strategies of the reading process	x	x		x	x			x	x			
Writing and Speaking for Expression Content Standard II: Students will communicate effectively through speaking and writing.												
II-A: Use speaking as an interpersonal communication tool	x	x										
II-B: Apply grammatical and language conventions to communicate	x	x		x					x		x	x
II-C: Demonstrate competence in the skills and strategies of the writing process	x	x								x	x	

<p>Literature and Media</p> <p>Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.</p>												
<p>III-A: Use language, literature, and media to understand various social and cultural perspectives</p>	x	x										
<p>III-B: Identify ideas and make connections among literary works</p>	x	x		x					x			

New Mexico
Mathematics

Kidspiration® 3 includes tools, symbols, activities and lessons in Math, supporting students as they build skills to meet Math standards

Model with Color Tiles	Model with Pattern Blocks	Model with Base Ten Blocks	Model with Fraction Tiles	Model with Fraction Boxes	Modeling in Picture View	Use Multiple Modes of Representation	Use words, numbers and math symbols	Number and Operations	Algebra	Geometry	Data Analysis and Probability	Measurement
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Kindergarten

NUMBER AND OPERATIONS
Standard: Students will understand numerical concepts and mathematical operations.

N.1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

N.2: Understand the meaning of operations and how they relate to one another.

x		x			x		x	x				
x	x				x		x	x				

N.3: Compute fluently and make reasonable estimates.	x		x			x		x	x				
ALGEBRA Standard: Students will understand algebraic concepts and applications.													
A.1: Understand patterns, relations, and functions.	x	x				x		x		x			
A.2: Represent and analyze mathematical situations and structures using algebraic symbols.	x	x				x	x	x	x				
A.3: Use mathematical models to represent and understand quantitative relationships.	x	x				x		x	x				
A.4: Analyze changes in various contexts.													
GEOMETRY Standard: Students will understand geometric concepts and applications.													

G.1: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	x	x				x		x			x		
G.2: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	x	x				x		x			x		
G.3: Apply transformations and use symmetry to analyze mathematical situations.	x	x									x		
G.4: Use visualization, spatial reasoning, and geometric modeling to solve problems.						x		x			x		
MEASUREMENT Standard: Students will understand measurement systems and applications.													

M.1: Understand measurable attributes of objects and the units, systems, and process of measurement.	x					x		x					x
M.2: Apply appropriate techniques, tools, and formulas to determine measurements.	x	x				x		x					x
DATA ANALYSIS AND PROBABILITY Standard: Students will understand how to formulate questions, analyze data, and determine probabilities.													
D.1: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	x	x				x							x
D.2: Select and use appropriate statistical methods to analyze data.	x	x				x		x					x
D.3: Develop and evaluate inferences and predictions that are based on data.													

D.4: Understand and apply basic concepts of probability.													
Grade 1													
NUMBER AND OPERATIONS Standard: Students will understand numerical concepts and mathematical operations.													
N.1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	x	x	x			x		x	x				
N.2: Understand the meaning of operations and how they relate to one another.	x		x			x	x	x	x				
N.3: Compute fluently and make reasonable estimates.	x		x			x	x	x	x				

ALGEBRA Standard: Students will understand algebraic concepts and applications.													
A.1: Understand patterns, relations, and functions.	x	x				x				x			
A.2: Represent and analyze mathematical situations and structures using algebraic symbols.	x		x			x		x		x			
A.3: Use mathematical models to represent and understand quantitative relationships.	x	x	x			x	x	x		x			
A.4: Analyze changes in various contexts.													
GEOMETRY Standard: Students will understand geometric concepts and applications.													

G.1: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	x	x				x		x			x		
G.2: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	x	x				x		x			x		
G.3: Apply transformations and use symmetry to analyze mathematical situations.	x	x									x		
G.4: Use visualization, spatial reasoning, and geometric modeling to solve problems.	x	x				x					x		
MEASUREMENT Standard: Students will understand measurement systems and applications.													

M.1: Understand measurable attributes of objects and the units, systems, and process of measurement.	x	x				x		x					x
M.2: Apply appropriate techniques, tools, and formulas to determine measurements.	x	x				x		x					x
DATA ANALYSIS AND PROBABILITY Standard: Students will understand how to formulate questions, analyze data, and determine probabilities.													
D.1: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	x					x							x
D.2: Select and use appropriate statistical methods to analyze data.	x					x		x					x

D.3: Develop and evaluate inferences and predictions that are based on data.													
D.4: Understand and apply basic concepts of probability.													
Grade 2													
NUMBER AND OPERATIONS Standard: Students will understand numerical concepts and mathematical operations.													
N.1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	x	x	x	x	x			x	x				
N.2: Understand the meaning of operations and how they relate to one another.	x		x			x	x	x	x				
N.3: Compute fluently and make reasonable estimates.			x			x		x	x				

ALGEBRA Standard: Students will understand algebraic concepts and applications.													
A.1: Understand patterns, relations, and functions.	x	x	x			x		x		x			
A.2: Represent and analyze mathematical situations and structures using algebraic symbols.	x		x			x		x		x			
A.3: Use mathematical models to represent and understand quantitative relationships.	x		x			x	x	x		x			
A.4: Analyze changes in various contexts.													
GEOMETRY Standard: Students will understand geometric concepts and applications.													

G.1: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	x	x				x		x			x		
G.2: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	x										x		
G.3: Apply transformations and use symmetry to analyze mathematical situations.	x	x									x		
G.4: Use visualization, spatial reasoning, and geometric modeling to solve problems.	x	x				x		x			x		
MEASUREMENT Standard: Students will understand measurement systems and applications.													

M.1: Understand measurable attributes of objects and the units, systems, and process of measurement.	x	x				x		x					x
M.2: Apply appropriate techniques, tools, and formulas to determine measurements.						x		x					x
DATA ANALYSIS AND PROBABILITY Standard: Students will understand how to formulate questions, analyze data, and determine probabilities.													
D.1: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	x					x							x
D.2: Select and use appropriate statistical methods to analyze data.	x					x							x
D.3: Develop and evaluate inferences and predictions that are based on data.													

D.4: Understand and apply basic concepts of probability.													
Grade 3													
NUMBER AND OPERATIONS Standard: Students will understand numerical concepts and mathematical operations.													
N.1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	x	x	x	x	x	x	x	x	x				
N.2: Understand the meaning of operations and how they relate to one another.	x		x			x	x	x	x				
N.3: Compute fluently and make reasonable estimates.			x					x	x				
ALGEBRA Standard: Students will understand algebraic concepts and applications.													

A.1: Understand patterns, relations, and functions.	x	x	x			x		x		x		
A.2: Represent and analyze mathematical situations and structures using algebraic symbols.			x					x		x		
A.3: Use mathematical models to represent and understand quantitative relationships.	x	x	x	x	x	x	x	x		x		
A.4: Analyze changes in various contexts.	x	x				x		x		x		
GEOMETRY Standard: Students will understand geometric concepts and applications.												
G.1: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	x	x				x					x	
G.2: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	x							x			x	

G.3: Apply transformations and use symmetry to analyze mathematical situations.	x	x									x		
G.4: Use visualization, spatial reasoning, and geometric modeling to solve problems.	x	x	x			x		x			x		
MEASUREMENT Standard: Students will understand measurement systems and applications.													
M.1: Understand measurable attributes of objects and the units, systems, and process of measurement.						x		x					x
M.2: Apply appropriate techniques, tools, and formulas to determine measurements.	x					x		x					x
DATA ANALYSIS AND PROBABILITY Standard: Students will understand how to formulate questions, analyze data, and determine probabilities.													

D.1: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.													
D.2: Select and use appropriate statistical methods to analyze data.													
D.3: Develop and evaluate inferences and predictions that are based on data.													
D.4: Understand and apply basic concepts of probability.						x		x				x	

Grade 4

NUMBER AND OPERATIONS

Standard: Students will understand numerical concepts and mathematical operations.

N.1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

N.2: Understand the meaning of operations and how they relate to one another.

N.3: Compute fluently and make reasonable estimates.

x	x	x	x	x	x	x	x	x	x				
		x						x	x				
		x	x	x			x	x					

ALGEBRA Standard: Students will understand algebraic concepts and applications.													
A.1: Understand patterns, relations, and functions.	x	x	x				x		x	x			
A.2: Represent and analyze mathematical situations and structures using algebraic symbols.	x		x					x		x			
A.3: Use mathematical models to represent and understand quantitative relationships.	x	x	x	x	x		x	x		x			
A.4: Analyze changes in various contexts.													
GEOMETRY Standard: Students will understand geometric concepts and applications.													
G.1: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	x	x					x					x	

G.2: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.													
G.3: Apply transformations and use symmetry to analyze mathematical situations.	x	x									x		
G.4: Use visualization, spatial reasoning, and geometric modeling to solve problems.	x		x					x			x		
MEASUREMENT Standard: Students will understand measurement systems and applications.													
M.1: Understand measurable attributes of objects and the units, systems, and process of measurement.						x		x					x
M.2: Apply appropriate techniques, tools, and formulas to determine measurements.													

<p>DATA ANALYSIS AND PROBABILITY</p> <p>Standard: Students will understand how to formulate questions, analyze data, and determine probabilities.</p>													
<p>D.1: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.</p>													
<p>D.2: Select and use appropriate statistical methods to analyze data.</p>													
<p>D.3: Develop and evaluate inferences and predictions that are based on data.</p>													
<p>D.4: Understand and apply basic concepts of probability.</p>						x		x				x	

Grade 5

NUMBER AND OPERATIONS

Standard: Students will understand numerical concepts and mathematical operations.

N.1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

N.2: Understand the meaning of operations and how they relate to one another.

N.3: Compute fluently and make reasonable estimates.

ALGEBRA

Standard: Students will understand algebraic concepts and applications.

A.1: Understand patterns, relations, and functions.

	x	x	x	x			x	x					
		x	x	x		x	x	x					
		x					x	x					
	x	x				x		x		x			

A.2: Represent and analyze mathematical situations and structures using algebraic symbols.			x			x		x		x		
A.3: Use mathematical models to represent and understand quantitative relationships.	x	x	x	x	x	x	x	x		x		
A.4: Analyze changes in various contexts.	x	x				x	x	x		x		
GEOMETRY Standard: Students will understand geometric concepts and applications.												
G.1: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.		x				x					x	
G.2: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	x										x	

G.3: Apply transformations and use symmetry to analyze mathematical situations.	x	x									x		
G.4: Use visualization, spatial reasoning, and geometric modeling to solve problems.	x	x									x		
MEASUREMENT Standard: Students will understand measurement systems and applications.													
M.1: Understand measurable attributes of objects and the units, systems, and process of measurement.													
M.2: Apply appropriate techniques, tools, and formulas to determine measurements.													
DATA ANALYSIS AND PROBABILITY Standard: Students will understand how to formulate questions, analyze data, and determine probabilities.													

D.1: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.													
D.2: Select and use appropriate statistical methods to analyze data.													
D.3: Develop and evaluate inferences and predictions that are based on data.	x					x		x				x	
D.4: Understand and apply basic concepts of probability.													

<u>New Mexico</u> 2003 Science	<i>Kidspiration® 3 includes symbols, activities and lessons in Science, supporting students as they build skills to meet Science standards</i>											
	Visually express ideas	Organize ideas	Build vocabulary	Increase comprehension	Group and classify	Compare and Contrast	Present ideas orally	Conduct research	Nature of Science	Life Science	Physical Science	Earth and Space
<i>Kindergarten</i>												
Scientific Thinking and Practice Standard I: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.												
Benchmark I: Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data.	x	x		x			x		x			
Benchmark II: Use scientific thinking and knowledge and communicate findings.	x	x		x			x		x			

Benchmark III: Use mathematical skills and vocabulary to analyze data, understand patterns and relationships, and communicate findings.	x	x				x	x		x			
Content of Science Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.												
Benchmark I: Recognize that matter has different forms and properties.	x	x		x		x	x		x		x	
Benchmark II: Know that energy is needed to get things done and that energy has different forms.	x	x		x			x		x		x	
Benchmark III: Identify forces and describe the motion of objects.	x	x				x	x		x		x	

<p>Content of Science</p> <p>Standard II (Life Science): Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.</p>												
<p>Benchmark I: Know that living things have diverse forms, structures, functions, and habitats.</p>	x	x				x	x		x	x		
<p>Benchmark II: Know that living things have similarities and differences and that living things change over time.</p>	x	x		x		x	x		x	x		
<p>Benchmark III: Know the parts of the human body and their functions.</p>	x	x				x	x		x	x		
<p>Content of Science</p> <p>Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.</p>												

Benchmark I: Know the structure of the solar system and the objects in the universe.	x	x					x		x			x
Benchmark II: Know the structure and formation of Earth and its atmosphere and the processes that shape them.	x	x					x		x			x
Science and Society Standard I: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by individuals and societies.												
Benchmark I: Describe how science influences decisions made by individuals and societies.	x	x		x			x		x			
Grade 1												
Scientific Thinking and Practice Standard I: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.												

Benchmark I: Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data.	x	x		x		x	x		x			
Benchmark II: Use scientific thinking and knowledge and communicate findings.	x	x	x				x		x			
Benchmark III: Use mathematical skills and vocabulary to analyze data, understand patterns and relationships, and communicate findings.	x	x					x		x			
Content of Science Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.												
Benchmark I: Recognize that matter has different forms and properties.	x	x		x		x	x		x		x	
Benchmark II: Know that energy is needed to get things done and that energy has different forms.	x	x		x			x		x		x	

Benchmark III: Identify forces and describe the motion of objects.	x	x		x			x		x		x	
Content of Science Standard II (Life Science): Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.												
Benchmark I: Know that living things have diverse forms, structures, functions, and habitats.	x	x		x		x	x		x	x		
Benchmark II: Know that living things have similarities and differences and that living things change over time.	x	x		x		x	x		x	x		
Benchmark III: Know the parts of the human body and their functions.	x	x		x		x	x		x	x		
Content of Science Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.												

Benchmark I: Know the structure of the solar system and the objects in the universe.	x	x		x			x		x			x
Benchmark II: Know the structure and formation of Earth and its atmosphere and the processes that shape them.	x	x		x		x	x		x			x
Science and Society Standard I: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by individuals and societies.												
Benchmark I: Describe how science influences decisions made by individuals and societies.	x	x		x			x		x			
Grade 2												
Scientific Thinking and Practice Standard I: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.												

Benchmark I: Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data.	x	x		x			x		x			
Benchmark II: Use scientific thinking and knowledge and communicate findings.	x	x					x		x			
Benchmark III: Use mathematical skills and vocabulary to analyze data, understand patterns and relationships, and communicate findings.	x	x		x			x		x			
Content of Science Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.												
Benchmark I: Recognize that matter has different forms and properties.	x	x		x		x	x		x		x	
Benchmark II: Know that energy is needed to get things done and that energy has different forms.	x	x		x			x		x		x	

Benchmark III: Identify forces and describe the motion of objects.	x	x		x			x		x		x	
Content of Science Standard II (Life Science): Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.												
Benchmark I: Know that living things have diverse forms, structures, functions, and habitats.	x	x		x		x	x		x	x		
Benchmark II: Know that living things have similarities and differences and that living things change over time.	x	x		x		x	x		x	x		
Benchmark III: Know the parts of the human body and their functions.	x	x		x			x		x	x		
Content of Science Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.												

Benchmark I: Know the structure of the solar system and the objects in the universe.	x	x				x	x		x			x
Benchmark II: Know the structure and formation of Earth and its atmosphere and the processes that shape them.	x	x		x			x		x			x
Science and Society Standard I: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by individuals and societies.												
Benchmark I: Describe how science influences decisions made by individuals and societies.	x	x		x			x		x			
Grade 3												
Scientific Thinking and Practice Standard I: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.												

Benchmark I: Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data.	x	x				x	x		x			
Benchmark II: Use scientific thinking and knowledge and communicate findings.	x	x		x			x		x			
Benchmark III: Use mathematical skills and vocabulary to analyze data, understand patterns and relationships, and communicate findings.	x	x				x	x		x			
Content of Science Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.												
Benchmark I: Recognize that matter has different forms and properties.	x	x		x		x	x		x		x	
Benchmark II: Know that energy is needed to get things done and that energy has different forms.	x	x	x				x		x		x	

Benchmark III: Identify forces and describe the motion of objects.	x	x		x			x		x		x	
Content of Science Standard II (Life Science): Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.												
Benchmark I: Know that living things have diverse forms, structures, functions, and habitats.	x	x			x	x	x		x	x		
Benchmark II: Know that living things have similarities and differences and that living things change over time.	x	x		x			x		x	x		
Benchmark III: Know the parts of the human body and their functions.	x	x		x			x		x	x		
Content of Science Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.												

Benchmark I: Know the structure of the solar system and the objects in the universe.	x	x				x	x		x			x
Benchmark II: Know the structure and formation of Earth and its atmosphere and the processes that shape them.	x	x	x			x	x		x			x
Science and Society Standard I: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by individuals and societies.												
Benchmark I: Describe how science influences decisions made by individuals and societies.	x	x		x			x		x			
Grade 4												
Scientific Thinking and Practice Standard I: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.												

Benchmark I: Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data.	x	x		x			x		x			
Benchmark II: Use scientific thinking and knowledge and communicate findings.	x	x		x			x		x			
Benchmark III: Use mathematical skills and vocabulary to analyze data, understand patterns and relationships, and communicate findings.	x	x		x			x		x			
Content of Science Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.												
Benchmark I: Recognize that matter has different forms and properties.	x	x				x	x		x		x	
Benchmark II: Know that energy is needed to get things done and that energy has different forms.	x	x		x		x	x		x		x	

Benchmark III: Identify forces and describe the motion of objects.	x	x		x			x		x		x	
Content of Science Standard II (Life Science): Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.												
Benchmark I: Know that living things have diverse forms, structures, functions, and habitats.	x	x				x	x		x	x		
Benchmark II: Know that living things have similarities and differences and that living things change over time.	x	x		x			x		x	x		
Benchmark III: Know the parts of the human body and their functions.	x	x		x			x		x	x		
Content of Science Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.												

Benchmark I: Know the structure of the solar system and the objects in the universe.	x	x		x			x		x			x
Benchmark II: Know the structure and formation of Earth and its atmosphere and the processes that shape them.	x	x	x	x			x		x			x
Science and Society Standard I: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by individuals and societies.												
Benchmark I: Describe how science influences decisions made by individuals and societies.	x	x		x			x		x			x
Grade 5												
Scientific Thinking and Practice Standard I: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.												

Benchmark I: Use scientific methods to develop questions, design and conduct experiments using appropriate technologies, analyze and evaluate results, make predictions, and communicate findings.	x	x		x			x		x			
Benchmark II: Understand the processes of scientific investigation and how scientific inquiry results in scientific knowledge.	x	x		x			x		x			
Benchmark III: Use mathematical ideas, tools, and techniques to understand scientific knowledge.	x	x		x			x		x			
Content of Science Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.												
Benchmark I: Know the forms and properties of matter and how matter interacts.	x	x	x			x	x		x		x	
Benchmark II: Explain the physical processes involved in the transfer, change, and conservation of energy.	x	x		x			x		x		x	

Benchmark III: Describe and explain forces that produce motion in objects.	x	x	x	x			x		x		x	
Content of Science Standard II (Life Science): Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.												
Benchmark I: Explain the diverse structures and functions of living things and the complex relationships between living things and their environments.	x	x	x				x		x	x		
Benchmark II: Understand how traits are passed from one generation to the next and how species evolve.	x	x		x			x		x	x		
Benchmark III: Understand the structure of organisms and the function of cells in living systems.	x	x	x				x		x	x		

<p>Content of Science</p> <p>Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.</p>												
<p>Benchmark I: Describe how the concepts of energy, matter, and force can be used to explain the observed behavior of the solar system, the universe, and their structures.</p>	x	x		x			x		x			x
<p>Benchmark II: Describe the structure of Earth and its atmosphere and explain how energy, matter, and forces shape Earth's systems.</p>	x	x		x			x		x			x
<p>Science and Society</p> <p>Standard I: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by individuals and societies.</p>												

Benchmark I: Explain how scientific discoveries and inventions have changed individuals and societies.	x	x					x		x			
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New Mexico 2001 Social Studies	<i>Kidspiration® 3 includes symbols, activities and lessons in Social Studies, supporting students as they build skills to meet Social Studies standards</i>												
	Visually express ideas	Organize ideas	Build vocabulary	Increase comprehension	Group and classify	Compare and Contrast	Present ideas orally	Conduct research	Civics and Government	Economics	Geography	U.S. History	World History
<i>Kindergarten</i>													
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.													
I-A—New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.	x	x	x	x	x		x				x	x	
I-B—United States: Understand connections among historical events, people, and symbols significant to United States history and cultures.	x						x						

I-C—World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries.	x	x	x	x	x		x					x	
I-D—Skills: Understand time passage and chronology.	x	x	x	x	x		x					x	x
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.													
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.	x	x	x	x	x		x					x	
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.	x	x	x	x	x		x					x	
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.	x	x	x	x	x		x					x	

II-D: Understand how physical processes shape the Earth's surface patterns and biosystems.	x	x	x	x	x		x				x		
II-E : Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.	x	x	x	x			x				x		
II-F: Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.	x	x	x	x			x				x		
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.													
III-A: Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.	x	x	x	x	x		x		x				

<p>III-B: Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time.</p>	x	x	x	x	x		x		x				
<p>III-C: Become familiar with the basic purposes of government in New Mexico and the United States.</p>	x		x	x			x		x				
<p>III-D: Understand rights and responsibilities of “good citizenship” as members of a family, school and community.</p>	x	x	x	x			x		x				
<p>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.</p>													
<p>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).</p>	x	x	x	x						x			

IV-B: Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.	x	x	x	x	x					x			
IV-C: Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.	x	x	x	x						x			
Grade 1													
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.													
I-A—New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.	x	x	x	x			x				x		
I-B—United States: Understand connections among historical events, people, and symbols significant to United States history and cultures.	x	x	x	x			x		x			x	

I-C—World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries.	x	x	x	x		x	x				x		
I-D—Skills: Understand time passage and chronology.	x	x		x								x	x
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.													
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.	x	x	x	x	x							x	
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.	x	x	x	x	x		x					x	
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.	x	x	x	x	x		x					x	

II-D: Understand how physical processes shape the Earth's surface patterns and biosystems.	x	x	x	x			x				x		
II-E : Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.	x	x	x	x			x				x		
II-F: Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.	x	x	x	x			x			x	x		
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.													
III-A: Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.	x	x	x	x	x		x			x			

<p>III-B: Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time.</p>	x	x	x	x	x		x		x				
<p>III-C: Become familiar with the basic purposes of government in New Mexico and the United States.</p>	x	x	x	x			x		x				
<p>III-D: Understand rights and responsibilities of “good citizenship” as members of a family, school and community.</p>	x	x	x	x			x		x				
<p>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.</p>													
<p>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).</p>	x	x	x	x	x		x			x			

IV-B: Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.	x	x	x	x	x					x			
IV-C: Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.	x		x	x						x			
Grade 2													
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.													
I-A—New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.	x	x	x	x	x			x				x	
I-B—United States: Understand connections among historical events, people, and symbols significant to United States history and cultures.	x	x	x	x				x		x			x

I-C—World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries.	x	x	x	x	x	x	x					x	
I-D—Skills: Understand time passage and chronology.	x	x										x	x
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.													
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.	x	x	x	x			x					x	
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.	x	x	x	x			x					x	
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.	x	x	x	x	x		x					x	

II-D: Understand how physical processes shape the Earth's surface patterns and biosystems.	x	x	x	x			x				x		
II-E : Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.	x	x	x	x			x				x		
II-F: Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.	x	x	x	x			x			x			
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.													
III-A: Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.	x	x	x	x	x	x	x			x			

<p>III-B: Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time.</p>	x	x					x		x				
<p>III-C: Become familiar with the basic purposes of government in New Mexico and the United States.</p>	x	x	x	x			x		x				
<p>III-D: Understand rights and responsibilities of “good citizenship” as members of a family, school and community.</p>	x	x	x	x			x		x				
<p>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.</p>													
<p>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).</p>	x	x	x	x			x			x			

IV-B: Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.	x	x	x	x	x					x			
IV-C: Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.	x		x	x						x			
Grade 3													
<p>History</p> <p>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>													
I-A—New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.	x	x	x	x			x	x			x	x	
I-B—United States: Understand connections among historical events, people, and symbols significant to United States history and cultures.	x	x	x	x			x	x	x			x	

I-C—World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries.	x	x	x	x	x	x	x	x			x		
I-D—Skills: Understand time passage and chronology.	x	x	x	x			x	x				x	x
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.													
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.	x	x					x					x	
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.	x	x	x	x			x	x				x	
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.	x	x	x	x	x		x	x				x	

II-D: Understand how physical processes shape the Earth's surface patterns and biosystems.	x	x	x	x	x		x	x			x		
II-E : Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.	x	x	x	x			x	x			x		
II-F: Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.	x	x	x	x	x	x	x	x			x		
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.													
III-A: Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.	x	x	x	x	x		x	x	x				

<p>III-B: Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time.</p>	x	x	x	x			x	x				x	x
<p>III-C: Become familiar with the basic purposes of government in New Mexico and the United States.</p>	x	x	x	x		x	x		x				
<p>III-D: Understand rights and responsibilities of “good citizenship” as members of a family, school and community.</p>	x	x	x	x			x		x				
<p>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.</p>													
<p>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).</p>	x	x	x	x			x	x		x			

IV-B: Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.	x	x	x	x	x		x			x			
IV-C: Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.	x	x	x	x			x	x		x			
Grade 4													
<p>History</p> <p>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>													
I-A—New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.	x	x	x	x			x	x	x		x	x	
I-B—United States: Understand connections among historical events, people, and symbols significant to United States history and cultures.	x	x	x	x			x	x	x			x	

I-C—World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries.	x	x	x	x			x	x			x	x	
I-D—Skills: Understand time passage and chronology.	x	x	x	x			x	x				x	x
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.													
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.	x	x					x					x	
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.	x	x	x	x	x		x	x				x	

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.	x	x	x	x	x		x	x			x		
II-D: Understand how physical processes shape the Earth's surface patterns and biosystems.	x	x	x	x	x		x	x			x		
II-E : Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.	x	x	x	x	x		x	x	x		x		
II-F: Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.	x	x	x	x	x		x	x			x		
<p>Civics and Government</p> <p>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.</p>													

III-A: Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.	x	x	x	x	x	x	x	x	x				
III-B: Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time.	x	x	x	x	x		x	x			x	x	x
III-C: Become familiar with the basic purposes of government in New Mexico and the United States.	x	x	x	x		x	x		x				
III-D: Understand rights and responsibilities of “good citizenship” as members of a family, school and community.	x	x	x	x			x		x				
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.													

<p>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).</p>	x	x	x	x			x	x		x			
<p>IV-B: Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.</p>	x	x	x	x	x		x			x			
<p>IV-C: Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.</p>	x	x	x	x		x	x	x		x			
<p>Grade 5</p>													
<p>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>													

I-A—New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.	x	x	x	x	x		x	x			x	x	
I-B—United States: Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.	x	x	x	x	x		x	x	x			x	x
I-C—World: Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration.	x	x	x	x	x	x	x	x			x		x
I-D—Skills: Research historical events and people from a variety of perspectives.	x	x	x	x	x	x	x	x				x	x
<p>Geography</p> <p>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>													

II-A: 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.	x	x	x	x	x	x	x	x			x		
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.	x	x	x	x			x	x			x		
II-C: Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes.	x	x	x	x	x		x	x			x	x	x
II-D: Explain how physical processes shape the Earth's surface patterns and biosystems.	x	x	x	x	x		x	x			x		
II-E: Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.	x	x	x	x			x	x			x	x	

II-F: Understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution, and relative importance of resources.	x	x	x	x			x	x			x		
<p>Civics and Government</p> <p>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.</p>													
III-A: Understand the structure, functions, and powers of government (local, state, tribal and national).	x	x	x	x	x	x	x	x	x				
III-B: Explain the significance of symbols, icons, songs, traditions, and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity.	x	x	x	x			x	x				x	x
III-C: Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government.	x	x	x	x			x		x				

<p>III-D: Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries.</p>	x	x	x	x			x		x				
<p>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.</p>													
<p>IV-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 their choices involve costs and varying ways of allocating.</p>	x	x	x	x	x		x	x		x			
<p>IV-B: Explain how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services.</p>	x	x	x	x	x		x			x	x		

IV-C: Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world.

x	x	x	x	x		x	x		x		x	x
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