

| State | Website | State Standard # | Virtual History- Settling America Concept | Sections |
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| New Mexico | http://nmlites.org/standards/socialstudies/ | Social Studies Content Standards and Benchmarks | Geography <ul style="list-style-type: none"> • Geography of the Atlantic world, including the Americas and England • Preparations for and challenges of a transatlantic voyage | <p>Benchmark I-B—United States: Understand connections among historical events, people, and symbols significant to United States history and cultures.</p> <p>Grade 5</p> <p>2. Describe and explain the reasons for colonization, to include:</p> <ul style="list-style-type: none"> • religious freedom • desire for land • economic opportunity • a new way of life, including the role and views of key individuals who founded colonies (e.g., John Smith, William Penn, Lord Baltimore). <p>I-C—World: Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration.</p> <p>Grade 5</p> <p>2. Identify, describe, and explain the political, religious, economic and social conditions in Europe that led to the Era of Colonization.</p> <p>3. Identify the European countries that colonized the North American continent and</p> |

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| | | | | <p>their areas of settlement.</p> <p>Benchmark 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.</p> <p>1. Make and use different kinds of maps, globes, charts, and databases.</p> |
| | | | <p>Economics</p> <ul style="list-style-type: none"> • Challenges to surviving the early years of a new colony • Colonial agriculture, hunting and fishing • Cash crops • Fur trade • Trade with Europe | <p>Benchmark I-B—United States: Understand connections among historical events, people, and symbols significant to United States history and cultures.</p> <p>Grade 5</p> <p>4. Identify the interactions between American Indians and European settlers, including agriculture, cultural exchanges, alliances, and conflicts (e.g., the First Thanksgiving, the Pueblo Revolt, French and Indian War).</p> <p>Benchmark 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</p> |

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| | | | | <p>use of scarce resources, and that their choices involve costs and varying ways of allocating.</p> <ol style="list-style-type: none"> 1. Understand the impact of supply and demand on consumers and producers in a free enterprise system. 2. Understand the patterns of work and economic activities in New Mexico and the United States (e.g., farming, ranching, oil and gas production, high tech, manufacturing, medicine). 3. Describe the aspects of trade. 4. Explain how voluntary trade is not coercive. <p>Benchmark 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.</p> <ol style="list-style-type: none"> 1. Understand basic economic patterns of early societies (e.g., hunter-gathers, early farming, business). 2. Understand the economic motivation of exploration and colonization by colonial powers. |
| | | | <p>Culture</p> <ul style="list-style-type: none"> • Style and materials for | <p>Benchmark I-B—United States: Understand connections among historical events, people, and symbols significant to</p> |

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| | | | <p>dress and housing of European settler</p> <ul style="list-style-type: none"> • Law, justice and punishment • Raids, militias and defense | <p>United States history and cultures.</p> <p>Grade 5</p> <p>4. Identify the interactions between American Indians and European settlers, including agriculture, cultural exchanges, alliances, and conflicts (e.g., the First Thanksgiving, the Pueblo Revolt, French and Indian War).</p> <p>Benchmark 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.</p> <p>1. Understand how resources impact daily life.</p> |
| | | | <p>Indian Culture and Diplomacy</p> <ul style="list-style-type: none"> • Style and materials for dress and housing • Contributions to European survival | <p>Benchmark I-B—United States: Understand connections among historical events, people, and symbols significant to United States history and cultures.</p> <p>Grade 5</p> <p>4. Identify the interactions between</p> |

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| | | | <ul style="list-style-type: none"> • Trade, including fur, seeds, guns, and metal goods • Treaties and conflict | <p>American Indians and European settlers, including agriculture, cultural exchanges, alliances, and conflicts (e.g., the First Thanksgiving, the Pueblo Revolt, French and Indian War).</p> <p>I-C—World: Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration.</p> <p>Grade 5</p> <p>1. Describe the characteristics of early societies, including the development of tools and adaptation to environments.</p> <p>\</p> |
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