

New Mexico Instructional Scope Social Studies Guide

Key

	<p><i>Anchor Standard</i></p>	<p>Anchor standards, as identified by the New Mexico social studies standards, are denoted with an anchor icon. Anchor standards are broader concepts that provide continuity across the grade levels, but which are more specifically defined in the standard statement at each level. The anchor standards are not themselves designed to be assessed but to provide an organizing feature across all grade levels. Anchor standards will be color-coded to represent their strand: (1) civics and government, (2) economics, (3) geography, (4) history, (5) ethnic, cultural, and identity studies, and (6) inquiry.</p> <div data-bbox="578 596 1057 968" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <table style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #4a7ebb; color: white; text-align: center;"><td>Civics and Government</td></tr> <tr style="background-color: #f1c233; color: white; text-align: center;"><td>Economics</td></tr> <tr style="background-color: #70ad47; color: white; text-align: center;"><td>Geography</td></tr> <tr style="background-color: #6a5acd; color: white; text-align: center;"><td>History</td></tr> <tr style="background-color: #e67e22; color: white; text-align: center;"><td>Ethnic, Cultural and Identity</td></tr> <tr style="background-color: #e74c3c; color: white; text-align: center;"><td>Inquiry</td></tr> </table> </div>	Civics and Government	Economics	Geography	History	Ethnic, Cultural and Identity	Inquiry
Civics and Government								
Economics								
Geography								
History								
Ethnic, Cultural and Identity								
Inquiry								
	<p><i>Priority Standard</i></p>	<p>Priority standards, as identified by practicing educators and NMPED, are highlighted in red within the document. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are the only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time. All standards should be covered during the school year, and priority standards identify for teachers where to prioritize while still covering all standards throughout the year.</p>						

New Mexico Instructional Scope Social Studies Guide

1st Grade Living, Learning, and Working Together

Compelling Question

Inquiry Alignment

What roles and responsibilities do I have in my community?

1.5. Take group or individual action to help address local, regional, and/or global problems or issues.

1.6. Use deliberative and democratic procedures to make decisions about and act on civic problems or issues in their classrooms.

Standards at a Glance

Theme 1: Living, Learning, and Working Together

Anchor Standard

The student demonstrates an understanding of:

Performance Standard

Therefore, the student is able to:

Civics 4. Roles and Responsibilities of a Civic Life

- 1.7. Explain and provide examples of how people play important roles in society.

Ethnic, Cultural, and Identity Studies 22. Community Equity Building

- 1.8. Investigate how people work together to accomplish a common task and how this benefits and challenges people when working together.

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Civics 4. Roles and Responsibilities of a Civic Life	
<i>Grade</i>	Performance Standard(s)	
1	1.7 Explain and provide examples of how people play important roles in society.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Citizens, students, roles of self, roles and responsibilities of local leaders (police officers, firefighters, teacher, principal, etc) 	<ul style="list-style-type: none"> ● How do people help their community? ● What makes up a society? ● How do citizens protect and respect our community?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>K.7. Explain how the rules help us work together.</i></p>	<p><i>Future Grades:</i></p> <p><i>2.7. Evaluate how American society has changed through rules and laws.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Students can identify the different roles people play in our community. ● Students can explain the roles of community members. ● Students can identify and explain different ways that individuals help their community. 	<p>Community - a group of people living in the same locality and under the same government.</p> <p>Society - the aggregate of people living together in a more or less ordered community.</p> <p>Protect - keep safe from harm or injury.</p> <p>Respect - a feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements.</p> <p>Citizens - members of a community that share rights and responsibilities; the persons having legal standing within a nation.</p> <p>Responsibility - the state or fact of being accountable or to blame for.</p>

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Ethnic, Cultural, and Identity Studies 22. Community Equity Building	
<i>Grade</i>	Performance Standard(s)	
1	1.8. Investigate how people work together to accomplish a common task and how this benefits and challenges people when working together.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> • Taking turns, helping others, listening to everyone's opinion, brainstorming solutions, compromising, conflict and resolution with groups, problem-solving, and decision making • Community volunteering, planting a garden, clean-ups, school fundraisers, special events, etc. Examples of working together: building things (houses, roads, schools, playgrounds) 	<ul style="list-style-type: none"> • How do people work together to make decisions that will help their communities? • How does a community benefit from people working together? • Why do people disagree and how do they resolve the conflict?
	Vertical Alignment	
	<i>Previous Grades:</i> <i>K.8. Identify the consequences of following and not following rules.</i>	<i>Future Grades:</i> <i>2.8. Understand the purposes and structures of government (tribal, local, state, national government).</i>
	Students Who Demonstrate Understanding Can..	Vocabulary for Teacher Development
<ul style="list-style-type: none"> • Students can give examples of how others work together. • Students can identify how a community benefits from people working together. • Students can explain the benefits and challenges of working together. • Students can collaborate to find ways to solve conflicts when working together. 	<p>Benefit - an advantage or profit gained from something.</p> <p>Volunteer - freely offering to do something without monetary gain.</p>	

New Mexico Instructional Scope Social Studies Guide

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

Civics 4. Roles and Responsibilities of a Civic Life:

- 1.7. Explain and provide examples of how people play important roles in society.
- 1.8. Investigate how people work together to accomplish a common task and how this benefits and challenges people when working together.

Inquiry 27. Take Informed Action

- 1.6. Use deliberative and democratic procedures to make decisions about and act on civic problems or issues in their classrooms.

Sample Task #1

In this instructional task, students develop and express opinions through discussions and writing in which they explore the roles and responsibilities of community helpers. Students will engage with the sources to build their understanding of how people work together to benefit one another and how democratic practices benefit a community.

1. Show the video [Who Am I? Community Helpers](#) (5:11), stopping after each question to allow students to say who the community helper is. Follow the video with the book *Helpers in My Community* by Bobbie Kalman.
2. Ask using a combination of whole group discussion and turn and talk with a partner: Who are the community helpers that make our community fun? Safe? A great place to live? Why are they important?
 - Optional: create an anchor chart or Thinking Map to organize answers and thoughts.
3. Have students draw a picture of their favorite community helper and respond to the following prompt using opinion writing:
 - _____ is my favorite community helper because _____.
 - Students should use evidence from the text to support their responses.
 - Exemplar responses should include at least three reasons to support their opinion.
4. Have students share their responses to the prompt above.
5. Using the book as context, create an anchor chart of Thinking Map to discuss what important roles exist in the classroom (teacher, helper, paper passer, door holders, line leader, etc).
 - Ask students to reflect on the responsibilities of these roles/jobs in the classroom.
 - As a class, reflect on how these roles help the classroom community.

New Mexico Instructional Scope

Social Studies Guide

- Compare classroom roles to community roles and the key differences and similarities between the two.
 - Ask students what other democratic processes they use in class (voting for a choice in book, video, or activity, etc.).
6. Optional extension for centers/rotations:
- Print cards of each community helper and the corresponding role they help with (i.e. firefighter and fire, doctor and patient).
 - Students will match the helpers with their responsibilities.
 - Students will complete sentences about each match using the following sentence stem, “_____ helps our community with _____.”

Exemplar Student Responses

1. Students’ responses will identify the helpers throughout the video. Exemplar examples: doctor, police officer, teacher, etc.
2. Exemplar Responses May Include: Doctors, police officers, and firefighters help keep our community safe. Many examples of community helpers that make the community fun and a great place to live may be shared depending on student opinion and community activities available. Students may share that they are important because they help uphold laws, keep people and our building safe, help create jobs, help teach children, etc.
3. Exemplar Response Example: In the book *Helpers in My Community*, we learned about different community helpers. Firefighters are my favorite community helper because they keep us safe. They help put out fires. They also help teach us what to do if there is a fire. That is why firefighters are my favorite community helper.
4. Students’ written responses should follow the English language arts standards for presentation at grade 1.
5. Exemplar Responses Could Include:
 - Ask students to reflect on the responsibilities of these roles/jobs in the classroom.
 - “Our line leader helps us know where to go and shows us how to stand in line. Our paper passers help get us the supplies we need. Our door holders help us get to where we need to go.”
 - As a class, reflect on how these roles help the classroom community.
 - “Our jobs help our classroom and make things go smoothly throughout the day.”
 - Compare classroom roles to community roles and the key differences and similarities between the two.
 - “Our jobs help our community and community helpers help the community. Our jobs are just for our classroom and the community helpers help a lot of different people. Our jobs are for kids and community helper jobs are for adults.”
 - Ask students what other democratic processes they use in class (voting for a choice in book, video, or activity, etc.).
 - “We vote to make class decisions. We are able to discuss our opinions and respectfully disagree.”

New Mexico Instructional Scope

Social Studies Guide

6. Optional extension for centers/rotations:

- Students will complete sentences about each match using the following sentence stem, “_____ helps our community with _____.”
 - Exemplar Response: “Doctors help our community with keeping people healthy and taking care of sick people.”

DOK	Blooms
3	Analyze

Cross-Curricular Connections

Writing

CCSS.ELA-LITERACY.W.1.1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text? The text in this lesson includes diverse ethnicities and genders in a variety of roles. This text includes generic examples of community roles that would be represented in rural, suburban, and urban communities. In a rural context, give additional agricultural/ or production examples of community helpers. Indigenous communities may expand their community helper definition to include culturally relevant roles.

How are those groups and individuals portrayed? The text includes a mixture of portrayals both racially and by gender. This book includes many different examples of types of people and roles. Some gendered norms are still perpetuated.

What supports are provided to teachers to identify blind spots? The text speaks in generalizations. Supplemental examples may be needed to ensure all students see themselves in ANY of the community roles. Specific examples from your community may help students see themselves in these roles and feel included. These specific examples for each community can also be expanded to include various values and differentiation in roles throughout the community.

How is this text culturally/linguistically responsive? The book uses gender-neutral names for all professions (firefighter not fireman). The book attempts to include images and examples from diverse populations. The book is only in English but has simple sentences that could be translated for multilingual learners as needed. Examples of additional texts that may help broaden the narrative presented include: Community Helpers by Amanda Boyarshinov, Whose Hands Are These? A Community Helper Guessing Book by Miranda Paul, and Whose Tools? By Toni Buzzeo and Jim Datz.

New Mexico Instructional Scope

Social Studies Guide

VABB Analysis

Validate	Affirm
<p><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p>	<p><i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i></p>
<p>Who are some helpers you've seen in your community? What are some of the ways our community helps your family?</p> <p>ESR: responses will vary I saw firefighters at the station by our house. I have seen the farmers in the fields. The bus driver helps my family get around. The doctor helps my grandma when she's sick.</p> <p>That is a perfect example of helpers in the community. Your example helps the class see these in our daily lives. Who else has an example from their life they want to share?</p>	<p>We have so many personal examples of community helpers. How do these helpers affect your daily lives? Which kind of helpers do you see most often in your community?</p> <p>ESR: responses will vary I see the doctor every year. I see the bus driver every day when we ride the bus. My mom is a policewoman.</p> <p>Examples of activities to affirm:</p> <ul style="list-style-type: none"> ● Make a list of the community helpers they see most often or that help their families most. ● Make these into a PowerPoint/ book the next day to share their examples ● Add pages to the book with their examples to connect their experience
Build	Bridge
<p><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>
<p>In our book, we learned about hospitals and the people that help us when we are sick. You shared some examples of people in your community who help heal those that are sick. How are these examples similar?</p> <p>ESR: Both healers and hospital workers help keep people healthy. They both have jobs that help the people in their communities.</p>	<p>We can find community helpers everywhere we look. When you are on your way home, be looking out for community helpers along your way! You might also see community helpers in TV shows you watch or games you play. Bring back more examples to share tomorrow.</p> <p>ESR: Any community helper they saw last night in person, on TV, in a book, etc.</p>

New Mexico Instructional Scope Social Studies Guide

Suggested Student Discourse

Question	Method
<p>What are some of the ways our community helps your family?</p>	<p>Type: Discussion Strategy: The Snowball Discussion Also known as a pyramid discussion, this strategy allows students to begin in pairs, responding to a prompt with their partner. After each partner has shared their ideas, the pair joins another pair, creating a group of four. Pairs share their ideas with the pair they just joined. Next, groups of four join together to form groups of eight, and so on, until the whole class is joined up in one large discussion.</p>

Multi-Layered System of Supports/Suggested Instructional Strategies

In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:

- 1.) Identify vocabulary words to pre-teach:
 - Vocabulary are words that are more likely to appear in text than speech.
 - Choose words that are not implicitly or explicitly defined within the text.
- 2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

Instructional Supports:

Vocabulary/Text-Based Questioning:	Strategies:
<p>Vocabulary to pre-teach: community</p> <p>Think Aloud- Today when we are reading you will see the word community. When we hear community, it is referring to the people and places that exist around us in our neighborhood or city.</p> <p>Text-Based Questioning: What jobs or people help our community? Why are these people important to our community? What types of responsibilities do community helpers have?</p>	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Provide a sentence stem to support students' written responses. ● Allow students to select the page they want to use to write an opinion piece on their favorite community helper. <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Allow students to represent their favorite community helper in a visual representation. ● Offer verbal and written avenues to demonstrate mastery.

New Mexico Instructional Scope Social Studies Guide

1st Grade Cultures Within Our Communities

Compelling Question

Where did my community members and traditions come from?

Inquiry Alignment

1.3. Interact with a variety of primary and secondary sources.

Standards at a Glance

Theme 2: Cultures Within Our Communities

Anchor Standard

The student demonstrates an understanding of:

Performance Standard

Therefore, the student is able to:

History 15. Historical Change, Continuity, Context, and Reconciliation

- 1.9. Compare life in New Mexico in the past to life in New Mexico today.

History 17. Historical Thinking

- 1.10. Compare fact and opinion in stories and narratives from the past.
- 1.11. Demonstrate chronological thinking by distinguishing among past, present, and future using family, school, or community events.

History 18. Critical Consciousness and Perspectives

- 1.12. Examine and identify cultural differences within their community.

Ethnic, Cultural, and Identity Studies 21. Identity in History

- 1.13. Investigate significant events, people, and observances in history and discuss their effects on local and national communities.

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: History 15. Historical Change, Continuity, Context, and Reconciliation	
Grade	Performance Standard(s)	
1	1.9. Compare life in New Mexico in the past to life in New Mexico today.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> • Introduction of technology (transportation, telephone, internet) • Types of homes (Indigenous, cities, rural, suburban) • Cultural traditions (holidays, celebrations) 	<ul style="list-style-type: none"> • How is my life similar to and different from children in the past? • What are some New Mexican traditions that have stayed the same over time and what are some that have changed? • What are the different types of dwellings in New Mexico?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>K.11. Compare traditions found in communities over time.</i></p>	<p><i>Future Grades:</i></p> <p><i>2.9. Assess how the contributions of diverse individuals' have helped develop our national identity.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> • Describe what terms past, present, and future mean. • Explain ways in which houses, cars, roads, towns, clothing, etc. are different today from in the past. • Describe ways that life today in New Mexico is different than it was in the past. 	<p>Dwelling - a house, apartment, or other places of residence.</p> <p>Rural - characteristic of the countryside rather than the city.</p> <p>Suburban - they are either part of a city or urban area, or exist as a separate residential community within commuting distance of a city.</p> <p>Indigenous - the original inhabitants and the descendants of a geographical region at the time when people of different cultures or ethnic origins arrived. The new arrivals later became dominant through conquest, occupation, settlement or other means.</p>	

New Mexico Instructional Scope Social Studies Guide

 Grade	Anchor Standard: History 17. Historical Thinking	
1	Performance Standard(s)	
	1.10. Compare fact and opinion in stories and narratives from the past.	
	Sample Concept/Content	Supporting Questions
	Facts: <ul style="list-style-type: none"> Dates, names, places, statistics. Opinion: <ul style="list-style-type: none"> Conjecture, interpretations, personal feelings 	<ul style="list-style-type: none"> What can we learn from stories of the past? How is my life similar to and different from children in the past?
	Vertical Alignment	
	<i>Previous Grades:</i> <i>K.13. Sequence important events in their life.</i>	<i>Future Grades:</i> <i>2.10. Examine and compare the American democratic principles to neighboring countries.</i> <i>2.11. Examine and understand the various qualities of leadership.</i>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> Explain what is a fact and what is an opinion. Explain what the same means. Explain what different means. Identify facts and opinions in stories/narratives from the past. 	Similar - resembling without being identical. Different - not the same as another or each other; unlike in nature, form, or quality. Facts - a thing that is known or proved to be true. Opinions - a view or judgment formed about something, not necessarily based on fact or knowledge.	

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: History 17. Historical Thinking	
<i>Grade</i>	Performance Standard(s)	
1	1.11. Demonstrate chronological thinking by distinguishing among past, present, and future using family, school, or community events.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Using a calendar to distinguish among days, weeks, and months ● Introduce timelines (family/personal history, New Mexico history) 	<ul style="list-style-type: none"> ● What can we learn from stories of the past? ● How is my life similar to and different from children in the past?
	Vertical Alignment	
	<i>Previous Grades:</i> <i>K.13. Sequence important events in their life.</i>	<i>Future Grades:</i> <i>2.10. Examine and compare the American democratic principles to neighboring countries.</i> <i>2.11. Examine and understand the various qualities of leadership.</i>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Explain a sequence in time. ● Explain what past, present, and future means using lifestyles of families, schools, or community events. 	<p>Chronological - (of a record of events) starting with the earliest and following the order in which they occurred.</p> <p>Sequence - a particular order in which related events, movements, or things follow each other.</p>

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: History 18. Critical Consciousness and Perspectives	
<i>Grade</i>	Performance Standard(s)	
1	1.12. Examine and identify cultural differences within their community.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> • Cultural heritages within the community • Passing on traditions and customs • Shared community customs (Zozobra, luminarias, feast days, etc.) 	<ul style="list-style-type: none"> • How are cultures in my community unique and important? • How is my life similar to and different from children in the past?
	Vertical Alignment	
	<i>Previous Grades:</i> <i>K.11. Compare traditions found in communities over time.</i>	<i>Future Grades:</i> <i>2.12. Describe events in North America that illustrate how people from diverse cultural groups aimed to work through conflicts to solve a problem.</i>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> • Explain how they found information about culture in their community. • Describe different cultures in their community. • Explain how cultures in the community are alike and/or different. 	<p>Culture - deep patterns of values, beliefs, practices and traditions that have been compiled and normalized over a period of time, setting the standard for what is normal and expected.</p> <p>Community - a group of people living in the same locality and under the same government.</p> <p>Traditions - the transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way.</p> <p>Customs - a traditional and widely accepted way of behaving or doing something that is specific to a particular society, place, or time.</p>	

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Ethnic, Cultural, and Identity Studies 21. Identity in History	
Grade	Performance Standard(s)	
1	1.13. Investigate significant events, people, and observations in history and discuss their effects on local and national communities.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Events: <ul style="list-style-type: none"> ○ Mayflower lands at Plymouth Rock, Martin Luther King Jr. I Have a Dream, Pueblo Revolt ● People: <ul style="list-style-type: none"> ○ Dennis Chavez, Georgia O’Keeffe, George Washington, Benjamin Franklin, Abraham Lincoln, Ada Loveless, Marie Curie, Wright Brothers, Rosa Parks, Neil Armstrong, Enriqueta Vasquez, Ida B. Wells, Anna Julia Cooper, Fannie Lou Hammer, Emma Tenuca, etc. ● Observances: <ul style="list-style-type: none"> ○ Independence Day, Veterans Day, Juneteenth, Martin Luther King, Jr. Day, Presidents Day, Statehood Day, Flag Day, Indigenous People’s Day 	<ul style="list-style-type: none"> ● Why should we learn about historical events? ● Why is it important to recognize certain people in history?
	Vertical Alignment	
	<i>Previous Grades:</i> <i>K.12. Demonstrate an awareness of community leaders (teacher, principal, mayor, tribal leaders).</i>	<i>Future Grades:</i> <i>2.13. Compare diverse world communities to local communities in terms of members, customs, and traditions.</i>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Find information about significant events and people. ● Identify why we observe certain events or people today and in the past. ● Explain how an event, person/people, or observations/discoveries affect communities (local, state, national). 	<p>Historical event - means any event recognized as having state, national, military, or historical significance.</p> <p>Significant - important to be worthy of attention; noteworthy.</p>	

New Mexico Instructional Scope Social Studies Guide

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

History 15. Historical Change, Continuity, Context, and Reconciliation

- 1.9. Compare life in New Mexico in the past to life in New Mexico today.

History 17. Historical Thinking

- 1.11. Demonstrate chronological thinking by distinguishing among past, present, and future using family, school, or community events.

History 18. Critical Consciousness and Perspectives

- 1.12. Examine and identify cultural differences within their community.

Ethnic, Cultural and Identity Studies 21. Identity in History

- 1.13. Investigate significant events, people, and observations in history and discuss their effects on local and national communities.

Inquiry 24. Gather and Evaluate Sources

- 1.3. Interact with a variety of primary and secondary sources.

Sample Task #2

In this instructional task, students will engage in looking at characteristics and ways of living from the past using primary and secondary sources to examine how they compare to life in New Mexico today. They will use their knowledge of how cultures have changed and stayed the same over time to write an expository text.

1. Students will read “E is for Enchantment: A New Mexico Alphabet” by Helen Foster James. Video reading can be found: <https://www.youtube.com/watch?v=mwQgKI6Qkjs>
 - a. While reading, pause and ask students about their connections to the various cultural aspects presented in the book (balloon fiesta, storyteller dolls, fried bread, enchiladas, jewelry, Pueblos, adobe buildings, ristras, etc.).
 - b. Make note of letters that represent a piece of history or that contain information about New Mexico’s past.
2. Following the reading, students will examine maps and examples of life from New Mexico’s past using the primary and secondary sources on the following website: <https://www.loc.gov/classroom-materials/usa-new-mexico/>
 - a. Provide each table or small group with a copy of the photos and documents.
 - b. Using the pictures and maps ask students to discuss what they notice and wonder in the pictures.

New Mexico Instructional Scope

Social Studies Guide

- c. Following the dialogue, ask students to help generate a Double Bubble Thinking Map or a Venn Diagram. This can be done as a whole group as a class using the ideas that students generate. The two sides should focus on New Mexico in the past and New Mexico today.
 - d. Extension Opportunity: Discuss and define what primary and secondary sources are and why they are important when we study history and geography.
 3. Using the graphic organizer, students will write an expository piece explaining how New Mexico has changed from the past to present. Exemplar examples should include a topic sentence, two to three supporting details, and a concluding sentence. The following sentence stems can be provided to help scaffold instruction:
 - a. In the past, people _____.
 - b. Now, people _____.
 - c. In the past, New Mexico _____.
 - d. Now, New Mexico _____.
 4. Optional Extension Activity: Explore various stories from cultures around New Mexico through texts, videos, or oral retellings. Teachers are encouraged to invite families and community members into the classroom to share stories passed down through oral storytelling traditions. Students can follow these stories with a re-writing or original telling of their own unique story about their culture.
 - a. Resources for storytelling:
 - i. A World of Stories by PBS Learning Media:
<https://nm.pbslearningmedia.org/collection/a-world-of-stories/>
 - ii. Coyote and Sky: How the Moon, Stars and Sun Began by Emmett Shkeme Garcia
 - iii. How Hollyhocks Came to New Mexico by Rudolfo Anaya
 - iv. Shaped by Her Hands: Potter Maria Martinez by Anna Harper Freeman and Barbara Gonzales
 - v. I'm in Charge of Celebrations by Byrd Baylor
 - vi. Chester Nez and the Unbreakable Code: A Navajo Code Talker's Story by Joseph Bruchac
 - vii. Sing Down the Moon by Scott O'Dell

Exemplar Student Responses

1. Students may share their personal connections to places, events, and items referenced in the book such as balloon fiesta, storyteller dolls, fried bread, enchiladas, jewelry, Pueblos, adobe buildings, ristras, etc.
2. Exemplar student responses may include
 - a. "I notice that a lot of the pictures are black and white."
 - b. "I notice they are using horses in a field and there's a man behind them."
 - c. "I wonder what the altar is for."
3. Exemplar student response example: "New Mexico is different today than it was in the past. In the past people farmed with horses. Today, they farm with machines. In the past, people covered their homes with adobe. Today, some houses are made with other materials. There are many differences from the past to today."

New Mexico Instructional Scope

Social Studies Guide

DOK	Blooms
3	Analyze
Cross-Curricular Connections	
<p style="text-align: center;"><u>CCSS.ELA-LITERACY.W.1.2</u></p> <p style="text-align: center;">Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p style="text-align: center;"><u>CCSS.ELA-LITERACY.W.1.7</u></p> <p style="text-align: center;">Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>	
Culturally and Linguistically Responsive Teaching and Learning	
<p>Who is represented in the text? The text in this lesson includes diverse ethnicities and races. The text also shares many examples of cultures that are found in New Mexico. The text shares information about a wide variety of languages and people that are found in New Mexico.</p> <p>How are those groups and individuals portrayed? The text includes a mixture of portrayals both racially and by gender. The text offers examples of traditions and ways of living that are unique to various cultures. Groups and individuals are portrayed in a positive light. There is a page that mentions Spanish explorers coming to New Mexico but does go into detail about the events that took place. Teachers should note that this could be upsetting to students and should be culturally sensitive and use their discretion in deciding if and how they want to present this information.</p> <p>What supports are provided to teachers to identify blind spots? This text does a nice job of showcasing many cultures and traditions that can be found in New Mexico. Teachers should be cognizant of how they speak about various cultures and their values. It should be noted that Spanish explorers are mentioned in the book and that this can be upsetting and traumatic for some populations in New Mexico. This book offers many words in Spanish and Indigenous languages. Cultural sensitivity and knowledge about the students in the classroom is critical in approaching this lesson. Teachers should consult with families prior to the teaching of this lesson to ensure that they are culturally and linguistically responsive to their instruction.</p> <p>How is this text culturally/linguistically responsive? This text contains examples of multiple cultures, people, and traditions within New Mexico. It references words in other languages used in the state as well as the languages spoken by the Indigenous and Hispanic cultures of New Mexico. The text affirms student identity through values, traditions, and places New Mexico students will be familiar with.</p>	

New Mexico Instructional Scope Social Studies Guide

VABB Analysis

Validate	Affirm
<p><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p>	<p><i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i></p>
<p>We read about many of the traditions and cultures in New Mexico. What is a special tradition or value your family has?</p> <p>ESR: responses will vary My family likes to cook together every evening. We go to the balloon fiesta every year. Each Christmas we go to the luminaria parade. We have a storyteller doll in our home. We go to church every Sunday.</p> <p>These are all great examples of ways we participate in tradition and culture. When we share our traditions and cultures with each other we get to learn more about one another and what makes us unique and special. Does anyone else want to share a tradition or part of their culture they value?</p>	<p>There are so many unique and diverse cultures and languages shared in New Mexico. Each one is special in it's own way. Why do you think it's important that we value and respect each other's cultures?</p> <p>ESR: responses will vary It's important to respect others because we all deserve to be treated equally. It's important to know about other cultures so that we can get to know our neighbors better. Respecting other cultures shows others we care.</p> <p>Examples of activities to affirm:</p> <ul style="list-style-type: none"> • Make a list of values and traditions that the students of the class participate in. • Invite students to bring in an artifact or story about their culture. • Encourage students to share things that are important and exciting to them and their cultural identity.
Build	Bridge
<p><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>
<p>In our book, we learned about some of the values and traditions that exist here in New Mexico. Do you think these values and traditions are the same or different from other places in our country? Can you think of any examples of how they may be the same or different?</p>	<p>We have looked at many examples of traditions, cultures and values in New Mexico today. Our stories and families are all unique which means that we may share some of the traditions we read about today or our family may have other ones. Tonight when you go home I want you to interview someone in your home about their</p>

New Mexico Instructional Scope Social Studies Guide

	<p>ESR: New Mexico has a lot of Latin and Indigenous cultures. The United States has holidays that are like traditions. My grandma lives in Arizona and they don't have a balloon fiesta.</p>	<p>traditions and culture. Come back tomorrow ready to share your examples.</p> <p>ESR: Answers will vary.</p>	
Suggested Student Discourse			
Question		Method	
<p>How are cultures in my community unique and important?</p>		<p>Type: Deliberation Strategy: Question Formulation Technique Students are given a stimulus, which they then respond to using questions only. They hone their questions to make them more thoughtful, which then serves as a starting point for research.</p>	
Multi-Layered System of Supports/Suggested Instructional Strategies			
<p>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p> <ol style="list-style-type: none"> 1.) Identify vocabulary words to pre-teach: <ul style="list-style-type: none"> ● Vocabulary are words that are more likely to appear in text than speech. ● Choose words that are <u>not</u> implicitly or explicitly defined within the text. 2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure. 			
Instructional Supports:			
Vocabulary/Text-Based Questioning:		Strategies:	
<p>Vocabulary to pre-teach: culture, geography, past, present</p> <p>Think Aloud- Today when we are reading you will see the words culture, geography, past and present. When we hear culture, we are talking about the values, beliefs, and ways of being we might share with our community and our family. Geography refers to the physical features of the earth. We are exploring geography when we look at maps, globes or landscapes. The past and present refer to the time that came before us (long ago and more recently) and the current time that we are living.</p>		<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Provide a sentence stem to support students' written responses ● Allow students to write their own stories or retell an existing one <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Allow students to represent their stories or comparisons with visual or oral representation. ● Offer verbal and written avenues to demonstrate mastery. 	

New Mexico Instructional Scope

Social Studies Guide

As a class, explore pictures of New Mexico from the past and present and label them as such. You can also do so with maps or pictures of what New Mexico's geography looked like long ago compared to today.

Text-Based Questioning:

“What does the word ‘fiesta’ mean in Spanish?”

“Why do balloon pilots like to fly early in the morning?”

“What are some of the natural resources we can find in New Mexico?”

New Mexico Instructional Scope
Social Studies Guide

1st Grade Making Choices

Compelling Question

Inquiry Alignment

Save it or spend it? How will I use my money?

1.4. Construct responses to compelling questions using examples.

Standards at a Glance

Theme 3: Making Choices

Anchor Standard

The student demonstrates an understanding of:

Performance Standard

Therefore, the student is able to:

Economics/Personal Financial Literacy 6. Incentives and Choices

- 1.14. Examine choices that families make in purchasing general goods and identify costs associated with these choices.

Economics/Personal Financial Literacy 8. Money and Markets

- 1.15. Examine decisions that people make about spending and saving money.

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Economics/Personal Financial Literacy 6. Incentives and Choices	
<i>Grade</i>	Performance Standard(s)	
1	1.14. Examine choices that families make in purchasing general goods and identify costs associated with these choices.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Scarcity means that people’s wants exceed their limited resources. ● Families and communities must make choices due to unlimited needs and wants, and scarce resources; these choices involve costs. 	<ul style="list-style-type: none"> ● What are the costs and benefits associated with choices families and communities make? ● What is a consumer? ● What is a producer?
	Vertical Alignment	
	<i>Previous Grades:</i> <i>K.14. Identify how individuals are similar and different.</i>	<i>Future Grades:</i> <i>2.14. Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local and national events.</i>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Explain why certain choices may be made in purchasing goods. ● Describe what cost means. ● Describe how choices in purchases and costs are related. 	<p>Consumer - a customer who buys the products or services a business produces.</p> <p>Producer -people who use resources to make goods and services.</p> <p>Goods - merchandise or possessions.</p> <p>Services - the action of helping or doing work for someone.</p>	

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Economics/Personal Financial Literacy 8. Money and Markets	
<i>Grade</i>	Performance Standard(s)	
1	1.15. Examine decisions that people make about spending and saving money.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● A producer makes goods or provides a service, while a consumer uses or benefits from the goods or services. ● Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill. ● People and families work to earn money to purchase goods and services that they need or want. ● People use tools, technologies, and other resources to meet their needs and wants. ● People make decisions about how to spend and save the money that they earn. 	<ul style="list-style-type: none"> ● What is the relationship between earning money and purchasing goods and services? ● How do people make decisions about spending and saving money?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>K.15. Distinguish between a need (basic needs like food, clothing, and shelter) and a want.</i></p>	<p><i>Future Grades:</i></p> <p><i>2.15. Identify and compare the diverse North American cultural groups of the past and today.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Explain how people decide how to spend money. ● Explain how people save money. ● Explain how saving or spending money affects people. 	<p>Saving - something that is not spent, wasted, or lost.</p> <p>Spending - the act of paying or expending.</p>	

New Mexico Instructional Scope Social Studies Guide

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

Inquiry 26. Communicate and Critique Conclusions

- 1.4. Construct responses to compelling questions using examples.

Economics/Personal Financial Literacy 6. Incentives and Choices

- 1.14. Examine choices that families make in purchasing general goods and identify costs associated with these choices.

Economics/Personal Financial Literacy 8. Money and Markets

- 1.15. Examine decisions that people make about spending and saving money.

Sample Task #3

In this instructional task, students develop an understanding of what it means to save and spend money. Students will engage in meaningful discussions about what spending and saving money looks like and will be provided opportunities to collaborate with peers. Students will also be able to participate in oral discussions about saving and spending money.

Source: David's Dollar by Tariq Toure

1. Read aloud Source [David's Dollar by Tariq Toure](#). Pause after each section to ask some guiding/compelling questions about the story.

a. Pages 1-2

What special treat do you think David will spend his dollar on?

How did David earn money?

What chores would you do to earn money at your house?

b. Pages 5-6

Each peppermint cost 20 cents. He bought 5 so how much money did David spend? Did he save any of his money? How do you know?

c. Pages 7-8

Where did his dollar go?

Where might it go from here?

e. Pages 15-16

David's dollar is now back with him. Where had it gone? Where might it go from here?

a. Pages 17-18

New Mexico Instructional Scope Social Studies Guide

What did David do with his dollar once he got it back?

2. Find pictures of people spending and saving money ahead of time. As a class do a picture sort identifying pictures of spending money and saving money. As you do this, ask the following questions.

1. Is this an example of spending or saving money?
2. How do you know this is spending money?
3. Why did you put this card under spending/saving?
4. What are the different ways that your family spends and saves money that are represented here?

3. Provide additional pictures representing spending and saving money to small groups. Have them do a picture sort identifying the pictures showing spending money and saving money. Walk around and have students justify why they put the pictures where they did.

Exemplar Student Responses

1. Students' responses to the questions should explain the difference between spending and saving money. This can be done either orally or written. Sample response:

David had a choice on how to spend his dollar. He chose to spend his dollar on peppermint candies.

2. The picture sort should provide examples of ways to spend and save money where students are able to identify the difference. Example: The car is something that a family would have to save money to buy. Groceries are an example of spending money on something that you need.

3. Students can orally explain why they sorted the way that they did. Some pictures should represent both a way of saving money or spending money such as the car- it could represent both spending and saving.

DOK	Blooms
3	Application

Cross-Curricular Connections

CCSS.MATH.CONTENT.1.NBT.C.4

Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about key details in a text.

New Mexico Instructional Scope

Social Studies Guide

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text? This text does a nice job of including diverse ethnicities and genders in a variety of roles. The book also represents different religions.

How are those groups and individuals portrayed? It is a mixture of portrayals both racially and by gender. This book includes many different examples of types of people and roles.

What supports are provided to teachers to identify blind spots? The text speaks in generalizations. Supplemental examples may be needed to ensure all students see themselves in ANY of the roles presented in the book. Thinking about specific examples within your own community to use would be a great way for students to make connections and see themselves through the story. An additional story that can be used is [A Chair For My Mother](#) by Vera B. Williams.

How is this text culturally/linguistically responsive? This book has a good representation of genders and diverse populations in different roles. Students can see themselves within the story. The book includes images and examples from diverse populations. The book is only in English, but the topics presented represent different cultures.

VABB Analysis

Validate	Affirm
<i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i>
<p>What are some ways your family saves money? What are some reasons your family spends money?</p> <p>ESR: responses will vary My family saves money for a car. My family is saving money for a new house. My family saves money to fix our house/car. I save money for a new toy. My family spends money at the grocery store. My family spends money at the mall. That is a perfect example of ways your family spends and saves money. Your example helps the class see these in our daily lives. Who else has an example from their life they want to share?</p>	<p>We have so many great examples of ways our families spend and save money. Why is it important to save money? Why is it important to spend money?</p> <p>ESR: responses will vary It is important to save money because there are things that we need that cost a lot of money so we need to save up for them. It is also important to spend money because there are things we need like food and clothes.</p> <p>Examples of activities to affirm:</p> <ul style="list-style-type: none"> ● Make a list of the ways they spend and save. ● Have them write about what they are saving for and illustrate a picture.

New Mexico Instructional Scope Social Studies Guide

	Build <i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	Bridge <i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
	<p>In our book, the dollar travels to many different stores. Think about a dollar that you have bought something with. What store did it travel to? Where do you think it went after?</p> <p>ESR: I spent a dollar at the Dollar Tree. I bought a new car to play with. I think that my dollar went from the Dollar Tree to the gas station where someone bought a candy bar.</p>	<p>We can spend money at any store we see. Our families can also save money for different large items we may need like new furniture, a car, or things for the yard. This week when you are at home, notice what types of things your family spends money on. Do they do anything to help save money like using coupons, buying sale items, etc.? On Friday we will share what we observed throughout the week.</p> <p>ESR: Any examples from the home of saving or spending money.</p>
	Suggested Student Discourse	
	Question	Method
	Is saving better than spending?	<p>Type: Debate Strategy: Four Corners Debate</p> <p>A debate structure that requires students to show their position on a specific statement (strongly agree, agree, disagree, strongly disagree) by standing in a particular corner of the room. This activity elicits the participation of all students by requiring everyone to take a position. This debate strategy can be used as a warm-up activity by asking students to respond to a statement about a topic they will be studying, an effective follow-up activity by asking students to apply what they have learned when framing their arguments, or as a pre-writing activity to elicit arguments and evidence prior to essay writing.</p>
Multi-Layered System of Supports/Suggested Instructional Strategies		
<p>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p> <p>1.) Identify vocabulary words to pre teach:</p> <ul style="list-style-type: none"> ● Vocabulary are words that are more likely to appear in text than in speech. ● Choose words that are <u>not</u> implicitly or explicitly defined within the text. 		

New Mexico Instructional Scope

Social Studies Guide

2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

Instructional Supports:

Vocabulary/Text-Based Questioning:

Strategies:

Vocabulary to pre-teach: spend

Text-Based Questioning:

What ways do people spend the dollar?
 Why is it important to spend money?
 What types of goods and services do you spend money on?
 How do you save money?
 Besides spending the dollar could people save the dollar?

Universal Supports:

- Provide a sentence stem to support students' oral responses.
- Provide visual supports from the book.

Targeted Supports:

- Allow students to use the book to support their answers.
- Offer verbal and written avenues to demonstrate mastery.
- Provide opportunities to use illustrations to demonstrate mastery.

New Mexico Instructional Scope Social Studies Guide

1st Grade Interactions With Our Physical Environment

Compelling Question

How do we know how to get from one place to another?

Inquiry Alignment

1.4. Construct responses to compelling questions using examples.

Standards at a Glance

Theme 4: Interactions With Our Physical Environment

Anchor Standard

The student demonstrates an understanding of:

Performance Standard

Therefore, the student is able to:

Geography 11. Geographic Representations and Reasoning

- 1.16. Create geographic representations to identify the location of familiar places and demonstrate how these representations can help us navigate from one place to the next, provide directions, or trace important routes.
- 1.17. Identify the common symbols used on maps for human-made structures and physical features.
- 1.18. Use a variety of maps to locate specific places and identify major landforms, bodies of water, and other places of significance around the United States.

Geography 12. Location, Place, and Region

- 1.19. Explain how human-made structures are all examples of how people modify the physical environment to meet needs and wants.

Geography 14. Human-Environmental Interactions and Sustainability

- 1.20. Explain how people interact with their physical environment in ways that may have a positive or a negative effect on natural resources.

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Geography 11. Geographic Representations and Reasoning	
<i>Grade</i>	Performance Standard(s)	
1	1.16. Create geographic representations to identify the location of familiar places and demonstrate how these representations can help us navigate from one place to the next, provide directions, or trace important routes.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> Locations of school, home, family members, stores 	<ul style="list-style-type: none"> How can I create various geographic representations of familiar places using different scales? How do geographic representations help us navigate from one place to the next, provide directions, or trace important routes?
	Vertical Alignment	
	<i>Previous Grades:</i> <i>K.16. Identify examples of goods and services.</i>	<i>Future Grades:</i> <i>2.16. Evaluate the effects of people, goods, and ideas that diffused from one community to other communities and their impact.</i>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> Explain what geographic means. Explain what location is. Describe what geographic features are. Explain how geographic features help people find their way around an area. 	<p>Geographic representation - the multiple modalities of displaying geographic information such as a map, globe, chart, diagram, etc.</p> <p>Geographic features - geographic features, or geographical formations, are components of a planet that can be referred to as locations, sites, areas, or regions (and therefore may show up on maps).</p> <p>Location - where something is.</p> <p>Absolute location - the exact position on the globe using addresses, grid coordinates, or the imaginary lines of longitude and latitude.</p> <p>Relative location - the location of a place or region in relation to other places or regions (e.g., northwest of or downstream from).</p>	

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Geography 11. Geographic Representations and Reasoning	
<i>Grade</i>	Performance Standard(s)	
1	1.17. Identify the common symbols used on maps for human-made structures and physical features.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Example of man-made features: <ul style="list-style-type: none"> ○ dams, bridges, tunnels, telephone lines, watch towers, cell phone towers, airports, lighthouses; (e.g. blue is water, green is land, a blue line is a line of water on land a river) ● Identifying map features: <ul style="list-style-type: none"> ○ title, lines of latitude and longitude, legend/key, compass rose and scale, street names, highways, interstates, mile markers; odd numbered highways run north and south; Even numbered highways run east to west 	<ul style="list-style-type: none"> ● What symbols are used on maps to identify man-made structures and physical features? ● How can maps help me find specific places?
	Vertical Alignment	
	<i>Previous Grades:</i> <i>K.17. Explain what scarcity is and how scarcity affects the accessibility of goods and services.</i>	<i>Future Grades:</i> <i>2.17. Examine how consumers react to changes in the prices of goods and how this influences economic decision making and the use of money.</i>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Describe what a symbol is. ● Explain what a map is and what it is used for. ● Explain and identify human-made structures and physical features on a map using symbols. 	<p>Symbol - a thing that represents or stands for something else, especially a material object representing something abstract.</p> <p>Human-made - created or caused by people, rather than occurring naturally.</p>	

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Geography 11. Geographic Representations and Reasoning	
<i>Grade</i>	Performance Standard(s)	
1	1.18. Use a variety of maps to locate specific places and identify major landforms, bodies of water, and other places of significance around the United States.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Mountains, rivers, oceans, states, countries, continents 	<ul style="list-style-type: none"> ● How do geographic representations help us navigate from one place to the next, provide directions, or trace important routes? ● How can maps help me find specific places?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>K.18. With prompting and support, create maps of familiar areas, such as the classroom, school, and community that include labels.</i></p>	<p><i>Future Grades:</i></p> <p><i>2.18. Explore how communities share resources and services with other communities.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Describe different types of maps. ● Identify how to locate specific places using major landforms; bodies of water; or other places of significance. 	<p>Representation - the description or portrayal of someone or something in a particular way or as being of a certain nature.</p> <p>Landforms - the shape, form, or nature of a specific physical feature of the earth's surface; e.g., plain, hill, valley, plateau, bay island.</p>	

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Geography 12. Location, Place, and Region	
<i>Grade</i>	Performance Standard(s)	
1	1.19. Explain how human-made structures are all examples of how people modify the physical environment to meet needs and wants.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Roads, dams, and bridges ● Process of building roads and bridges and impact the environment ● Examples: Navajo Dam, Hoover Dam, Alameda Bridge, subways and transit systems 	<ul style="list-style-type: none"> ● How do people interact with their physical environment in ways that may have a positive or a negative effect? ● How do people and communities depend on the physical environment for natural resources? ● How can maps help me find specific places?
	Vertical Alignment	
	<i>Previous Grades:</i> <i>K.19. Recognize and identify signs and symbols around their town and community including the locations of places, people, and objects.</i>	<i>Future Grades:</i> <i>2.19. Investigate what resources are available in their community, how available resources differ in communities, and what resources are obtained from neighboring communities.</i>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Explain what a human-made structure is and how it is different from a natural structure. ● Identify human-made structures. ● Explain examples of how people change an environment to meet their needs and wants. 	<p>Geographic representation - the multiple modalities of displaying geographic information such as a map, globe, chart, diagram, etc.</p> <p>Symbols - a thing that represents or stands for something else, especially a material object representing something abstract.</p> <p>Physical features - natural characteristics of the earth's surface such as landforms, climate, winds, and ocean currents.</p>	

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Geography 14. Human-Environmental Interactions and Sustainability	
Grade	Performance Standard(s)	
1	1.20. Explain how people interact with their physical environment in ways that may have a positive or a negative effect on natural resources.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> Natural Resources (oil, minerals, uranium, coal, natural gas, water, solar panels, wind turbines) Landforms (mountains, valleys, rivers, lakes, plateaus, plains) 	<ul style="list-style-type: none"> How do people interact with their physical environment in ways that may have a positive or a negative effect? How do people and communities depend on the physical environment for natural resources?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>K.20. Identify the differences and similarities between a globe and a map. Explain the purpose of a globe and map.</i></p>	<p><i>Future Grades:</i></p> <p><i>2.20. Using maps, identify and locate the United States, Canada, and Mexico as the countries that make up North America.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> Describe the physical environment. Describe how people interact with the physical environment. Describe how people's interactions can have a good effect or bad effect on the physical environment. 	<p>Physical environment - is the part of the human environment that includes purely physical factors (as soil, climate, water supply).</p> <p>Natural resources – anything from the natural environment that people use to meet their needs. They are “gifts of nature” that are present without human intervention.</p>	

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

Inquiry 26. Communicate and Critique Conclusions

- 1.4. Construct responses to compelling questions using examples.

Geography 11. Geographic Representations and Reasoning

- 1.16. Create geographic representations to identify the location of familiar places and demonstrate how these representations can help us navigate from one place to the next, provide directions, or trace important routes.
- 1.17. Identify the common symbols used on maps for human-made structures and physical features.
- 1.18. Use a variety of maps to locate specific places and identify major landforms, bodies of water, and other places of significance around the United States.

Geography 12. Location, Place, and Region

- 1.19. Explain how human-made structures are all examples of how people modify the physical environment to meet needs and wants.

Geography 14. Human- Environmental Interactions and Sustainability

- 1.20. Explain how people interact with their physical environment in ways that may have a positive or a negative effect on natural resources.

Sample Task #4

Display different types of maps. You can use maps of the United States, New Mexico, or the World. You can also use local maps such as maps of the national forest, your city or a map of the mall.

Point out the different symbols on the map such as the compass rose, map key and the different symbols located in the map key.

Take a walk around the school and discuss different ways of representing important areas at the school on their map such as the bathrooms, office, classrooms, custodian closets, playground equipment.

As a class, draw a map of the school adding the compass rose, map key and important symbols that were discussed when walking around the school.

New Mexico Instructional Scope

Social Studies Guide

Once the map is drawn with the compass rose, map key and important symbols, ask students some of the following questions (these questions can be answered orally or the students may also make their own drawing of the school and write or draw the responses to the questions):

1. If you are on the playground, what would be the quickest way to get to the cafeteria?
2. How many different paths can we make to get from our classroom to the art room?
3. What direction would you head if you leave our room to the office?

Exemplar Student Responses

1. Students' responses explain the location or path they would take to get around the school.
Sample response:
The quickest way from the playground to the cafeteria would be to go through the doors on west side of the building and walk down the hallway. At the end of the hallway you would turn south to get to the cafeteria doors.
2. The responses will use the appropriate vocabulary such as north, south, east, west, right, left...
3. Students will provide an oral or written response to the questions...
4. Students' written responses should follow the English language arts standards for written expression at grade 1.

DOK

Blooms

Level 4

Create

Cross-Curricular Connections

[CCSS.ELA-LITERACY.W.1.8](#)

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

[CCSS.ELA-LITERACY.W.1.5](#)

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

[CCSS.ELA-LITERACY.SL.1.2](#)

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

[CCSS.ELA-LITERACY.SL.1.5](#)

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text? In this lesson the text will be the different maps presented by the teacher. Depending on the text used many cultures can be represented.

How are those groups and individuals portrayed? Depending on the maps that are used, different cultures and countries might be misrepresented such as tribal lands, size of countries in comparison to other countries, location of North America on the World map.

New Mexico Instructional Scope

Social Studies Guide

What supports are provided to teachers to identify blind spots? Teachers can identify blindspots by being aware of the different cultures and languages within their classroom and building the lesson around their specific students.

How is this text culturally/linguistically responsive? Teachers can make it a point to include maps that represent the different countries and cultures within their classrooms such as maps of tribal lands, countries they or their family are from, or historical sites that are important to cultures within the classroom.

VABB Analysis

Validate	Affirm
<p><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p>	<p><i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i></p>
<p>What are some places within the school you like to go to? How will you get there? On literacy or science night where do you like to take your family?</p> <p>ESR: responses will vary I like to take my family to our Spanish classroom because there are fun activities I can do in Spanish.</p>	<p>What are your favorite places in our school? Before and after school where do you go?</p> <p>ESR: responses will vary I take the bus to school every day. My mom picks me up from school everyday.</p> <p>Examples of activities to affirm:</p> <ul style="list-style-type: none"> ● Identify different ways students come/go home from school. ● Have the students draw a map of their house or the community.
Build	Bridge
<p><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>
<p>Looking at the maps that were shared and the map that we drew of the school, how are they the same and how are they different?</p> <p>ESR: The maps both have a key and compass rose. Our map has places we go to everyday and the other maps are ones of countries and places outside of our school.</p>	<p>How do you get around when in cities? How do you find your way around cities and places you visit with your family?</p> <p>ESR: When I go to cities with my family we take our car. We can also take an airplane to get to the city we are going to. We can use maps and our phones to help us find where to go. Sometimes we ask people for help if we get lost.</p>

New Mexico Instructional Scope Social Studies Guide

Suggested Student Discourse	
Question	Method
<p>How do we know how to get from one place to another?</p>	<p>Type: Discussion Strategy: Think-Pair-Share Collaborative learning strategy where students work together to respond to a prompt, solve a problem, or make a decision by thinking quietly about the prompt, partnering with a classmate, and then discussing the prompt for 2-5 minutes. This strategy is most beneficial in helping students to connect content to real life.</p>
Multi-Layered System of Supports/Suggested Instructional Strategies	
<p>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p> <ol style="list-style-type: none"> 1.) Identify Vocabulary Words to pre teach: <ul style="list-style-type: none"> ● Vocabulary are words that are more likely to appear in text than speech. ● Choose words that are <u>not</u> implicitly or explicitly defined within the text. 2.) Create Text- based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure. 	
Instructional Supports:	
Vocabulary/ Text Based Questioning:	Strategies:
<p>Vocabulary to pre-teach: compass rose, map key, north, south, east, west.</p> <p>Think Aloud- today when we are looking at the different maps we will come across some important symbols that we need to know like the compass rose and the map key. Inside the map key there will be different symbols based on what type of map it is. We will also see the different directions north, south, east, west.</p> <p>Text-Based Questioning: What do you notice inside the map key? What directions do you notice on the Compass Rose? What direction is the top of the map? What if I turn the map, now what direction is on top?</p>	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Provide a sentence stem to support students written responses ● Allow students to draw a picture instead of providing a written response. Make sure they provide an oral response with their picture. <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Allow students to represent their answers using a visual representation ● Offer verbal and written avenues to demonstrate mastery

New Mexico Instructional Scope
Social Studies Guide

1st Grade Multiple Identities

Compelling Question	Inquiry Alignment
How are you and the people around you unique and special?	1.1. Recognize a compelling question.
	1.2. Generate supporting questions related to compelling questions within a variety of social studies topics.

Standards at a Glance

Theme 5: Multiple Identities	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none"> 1.21. Explain how groups of people believe different things and live in unique ways. 1.22. Explain how student and individual identities are part of what makes each person unique and special.

New Mexico Instructional Scope Social Studies Guide



Anchor Standard:
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity

Grade

Performance Standard(s)

1

1.21. Explain how groups of people believe different things and live in unique ways.

Sample Concept/Content

- Classroom rules or norms, cultural days (dress, feasts, festivals, traditions , etc.), cultural artwork, food, housing, etc.
- Group identities, individual identifies

Supporting Questions

- How are different cultures and ethnic groups in New Mexico the same?
- How are different cultures and ethnic groups in New Mexico different?
- How can listening to stories about different families help you identify characteristics that are the same and different?

Vertical Alignment

Previous Grades:

K.21. Explain why and how people move from place to place within a community.

Future Grades:

2.21. Identify and locate the bordering states to New Mexico and understand that New Mexico is in the Southwest.

Students Who Demonstrate Understanding Can...

- Explain what groups of people are.
- Explain how groups of people live and believe differently.
- Explain what makes individuals unique and special.

Vocabulary for Teacher Development

Culture - deep patterns of values, beliefs, practices and traditions that have been compiled and normalized over a period of time, setting the standard for what is normal and expected.
Ethnic identity - identification with, or sense of belonging to, a particular group based on ethnicity (shared cultural characteristics like language, ancestry, practices, and beliefs).
Ethnicity - a group of people with shared culture, ancestry, religion, physical attributes.
Individual identity - a person’s self-image consisting of how they perceive themselves as different from others.

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	
<i>Grade</i>	Performance Standard(s)	
1	1.22. Explain how student and individual identities are part of what makes each person unique and special.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Classroom rules or norms, Cultural days (dress, feasts, festivals, traditions , etc.), cultural artwork, food, housing, etc. ● Group identities, individual identifies 	<ul style="list-style-type: none"> ● What traditions are associated with your families, and why are these traditions important? ● How does your identity make you unique?
	Vertical Alignment	
	<i>Previous Grades:</i> <i>K.22. Communicate a positive view of themselves and identify some of their group identities.</i>	<i>Future Grades:</i> <i>2.22. Compare the human and physical characteristics of two regions in the United States.</i>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Explain what groups of people are. ● Explain how groups of people live and believe differently. ● Explain what makes individuals unique and special. 	<p>Group identity - a person’s sense of belonging to a particular group.</p> <p>Individual identity - a person’s self-image consisting of how they perceive themselves as different from others.</p>	

New Mexico Instructional Scope Social Studies Guide

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity

- 1.21. Explain how groups of people believe different things and live in unique ways.
- 1.22. Explain how student and individual identities are part of what makes each person unique and special.

Inquiry 23. Construct Compelling and Supporting Questions

- 1.1. Recognize a compelling question.
- 1.2. Generate supporting questions related to compelling questions within a variety of social studies topics.

Sample Task #5

In this instructional task, students explore and express parts of their identity and culture through research, writing, and presentation. The aim of this project is to allow students to create a cohesive and well-rounded view of their current identity. Students will engage in asking questions to deepen their knowledge of their own identities as well as those of their classmates.

I am Unique Project:

1. Read the book, “Island Born” by Junot Diaz. During the book pause and ask students text-dependent questions. Examples include:
 - a. “What did Lola’s teacher ask her to do as an assignment?”
 - b. “Why is Lola having trouble drawing a picture of where she came from?”
 - c. “What happened on the island right after Lola was born?”

Additional Resources and texts for exploring identity: I am Perfectly Designed by Karamo Brown, All Are Welcome by Alexandra Penfold, Sulwe by Lupita Nyong’o, We All Belong by Nathalie Goss, Happy in Our Skin by Fran Manushkin, Marisol McDonald Doesn’t Match by Monico Brown (bilingual text).

2. Following the book students will construct questions to take home and ask their family to gather information about their culture. They will also formulate questions to explore other parts of their identity. This can be done as a whole group or individually. To get things started, teachers can create a Bubble Map (Thinking Maps) or a web to begin to think about the different elements that make up our identity. With the center of the map titled, “Me” or “My Identity,” invites students to share the different things that make them who they are. Examples could include but are not confined to: race, ethnicity, gender, sex, religious or spiritual affiliation, ability, citizenship, nation of origin, tribal affiliation, age, sports, place in family (sister, brother, etc.), friendship, hobbies, etc. Teachers are encouraged to use their own discretion in having conversations about different identity markers to ensure their developmental appropriateness. This map can also be expanded to include other meaningful lifestyle markers that children want to express. This may include things such as family members, traditions, home or place of residence, foster or adoption

New Mexico Instructional Scope

Social Studies Guide

status, etc. It should be noted that this project is meant to encourage students to explore parts of their identity that are meaningful to them without creating shame, bias or negativity around any one identity marker. Students should be encouraged to share as much or as little as they are comfortable with. Teachers should also be cognizant of family situations, cultures and traditions that are not meant to be shared publicly or with members outside the culture.

3. Once a map of what makes up our identity is created, encourage students to pick out the traits they want to explore and express. They will do so by creating a set of questions to help them research and pull information together. Teachers may choose to organize this in a journal or booklet dedicated to this project. Titles can be added such as: Who I am, What Makes Me Special, This is Me, etc.

a. Sentences to help students form their questions could include but are not confined to:

- i. Where is my family from?
- ii. Where am I from?
- iii. Where do I live?
- iv. What traditions does my family have?
- v. What does my family value?
- vi. What do I value?
- vii. How old am I?
- viii. Who is in my family?
- ix. What am I passionate about?
- x. What do I love?
- xi. What makes me laugh?
- xii. What are my hopes and dreams?

4. Allow students time to research the answers to their sentence stems. This could include doing interviews at home, exploring books in class to gather research, looking at maps to identify where they live or where they are from, bringing in an artifact or object to share from home that relates to their culture or identity, etc.

5. As students construct the answers to their sentence stems or questions they should be encouraged to formulate them as sentences. Students can also be encouraged to create illustrations or digital media representations/presentations to express each item. Sentence stems to help construct their answers may include:

- a. My _____ is _____.
- b. I am _____.
- c. My family is _____.
- d. I live _____.

6. Final presentations can include things such as posters, digital slide decks or presentations, poems, illustrations, booklets, etc. Students will present their projects to the class. Students should be encouraged to ask questions and share thoughtful takeaways following presentations. Teachers are encouraged to display the projects and to explore conversations of how our uniqueness is what makes each of us special.

Exemplar Student Responses

1. Text Dependent Questions:

New Mexico Instructional Scope

Social Studies Guide

- a. "What did Lola's teacher ask her to do as an assignment?"
 - i. The teacher asked the students to draw a picture of the country they came from.
- b. "Why is Lola having trouble drawing a picture of where she came from?"
 - i. Lola is having trouble drawing the picture because she left before she was old enough to remember the place she came from.
- c. "What happened on the island right after Lola was born?"
 - i. Right after Lola was born there was a hurricane on the island.
2. Examples could include but are not confined to: race, ethnicity, gender, sex, religious or spiritual affiliation, ability, citizenship, nation of origin, tribal affiliation, age, sports, place in family (sister, brother, etc.), friendship, hobbies, etc. This list can also include other meaningful lifestyle markers that children want to express such as family members, traditions, home or place of residence, foster or adoption status, etc.
3. Examples of student generated questions:
 - a. Where is my family from?
 - b. Where am I from?
 - c. Where do I live?
 - d. What traditions does my family have?
 - e. What does my family value?
 - f. What do I value?
 - g. How old am I?
 - h. Who is in my family?
 - i. What am I passionate about?
 - j. What do I love?
 - k. What makes me laugh?
 - l. What are my hopes and dreams?
4. Examples of student sentences:
 - a. My family is from Mexico.
 - b. I am a big sister.
 - c. My family is from the Santo Domingo Pueblo.
 - d. I live in Rio Rancho.
 - e. I am a baseball fan.
5. Final presentations will vary depending on teacher direction and format.

DOK	Blooms
3	Create

Cross-Curricular Connections

CCSS.ELA-LITERACY.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-LITERACY.W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CCSS.ELA-LITERACY.W.1.5

New Mexico Instructional Scope

Social Studies Guide

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CCSS.ELA-LITERACY.W.1.7

Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text? The text in this lesson includes diverse ethnicities and races. The text also shares many examples of students in the classroom coming from a wide variety of places in the world. The text takes place in an urban community and features a school as well as places of work (custodian, barber shop, food stands, etc.). The text also includes many people of different ages.

How are those groups and individuals portrayed? The text includes a mixture of portrayals both racially and by gender. The text shows families and communities enjoying time together and sharing a sense of belonging to their home country. Groups and individuals are portrayed in a positive light.

What supports are provided to teachers to identify blind spots? The text is largely focused on one community which is part of a greater urban city. It may be difficult for some of New Mexico's students to see themselves in a text set in this setting. Our rural communities and communities outside of the city may want to supplement this text with other books that explore identity (see list above). Some communities may also choose to invite guest speakers or members of the local community in to share about their identity and how it relates to their culture, values and tradition. Teachers should also consider that this book is primarily in English. There are references to words such as, "abuelo, abuela, empanadas, güira, agua de coco, etc.) that suggest Spanish is the dominant language in her community. It may be beneficial to find additional texts that affirm and validate other home languages represented in the classroom.

How is this text culturally/linguistically responsive? This text explores the community of a young girl living in an urban city. As she researches about where her family is from she interviews and learns stories about the island her family migrated from. She speaks to many of her community members who work in various roles (barber, custodian, food stand owner, fresh fruit stand owner, etc.). The names and language used throughout the text are Spanish and Dominican based. Examples of additional texts that may help broaden the narrative presented include: *I am Perfectly Designed* by Karamo Brown, *All Are Welcome* by Alexandra Penfold, *Sulwe* by Lupita Nyong'o, *We All Belong* by Nathalie Goss, *Happy in Our Skin* by Fran Manushkin, *Marisol McDonald Doesn't Match* by Monico Brown (bilingual text).

VABB Analysis

Validate

The intentional and purposeful legitimization of the home culture and language of the student.

Affirm

The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.

New Mexico Instructional Scope

Social Studies Guide

<p>Where are you from? The girl from our book learned about who she was by talking to the people in her community. How do the people around you and your family help you define who you are?</p> <p>ESR: responses will vary My family is from New Mexico. We put up luminarias at Christmas. We peel chile in the fall. We go to church every Sunday.</p> <p>Thank you for sharing some of the traditions your family has! Our traditions and values often come from our family and community. Who else has an example they can share?</p>	<p>We have so many personal examples of community helpers. How do these helpers affect your daily lives? Which kind of helpers do you see most often in your community?</p> <p>ESR: responses will vary I see the doctor every year. I see the bus driver every day when we ride the bus.</p> <p>Examples of activities to affirm:</p> <ul style="list-style-type: none"> • Make a list of the community helpers they see most often or that help their families most. • Make these into a powerpoint/ book the next day to share their examples • Add pages to the book with their examples to connect their lived experience to the pages in the book.
<p>Build</p> <p><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p>Bridge</p> <p><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>
<p>In our book, we learned about a girl from an island and the things from the island that made up her culture. You shared some examples of traditions and things your family does. How are these examples similar?</p> <p>ESR: “Both the girl and my family make empanadas. The girl and her family moved from another country and so did my family. The girl calls her grandmother abuela and so do I.”</p>	<p>Our identity is closely related to the people and communities we live with. Our family values and traditions often help us figure out who we are. Tonight when you go home look for more examples of traditions, ways of living, and things that are important to you. Think about what makes you special and come back tomorrow ready to share.</p> <p>ESR: “Last night I helped my little brother and sister get ready for bed, it’s important to me that I am a big brother.”</p>
<p>Suggested Student Discourse</p>	
<p>Question</p>	<p>Method</p>
<p>How are you and the people around you unique and special?</p>	<p>Type: Discourse Strategy: Conver’stations A small-group dialogue strategy that gives students exposure to more of their peers’ ideas and prevents</p>

New Mexico Instructional Scope Social Studies Guide

		the stagnation that can happen when a group doesn't happen to have the right chemistry.
Multi-Layered System of Supports/Suggested Instructional Strategies		
	<p>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p>	
	<p>1.) Identify vocabulary words to pre teach:</p> <ul style="list-style-type: none"> ● Vocabulary are words that are more likely to appear in text than speech. ● Choose words that are <u>not</u> implicitly or explicitly defined within the text. <p>2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.</p>	
	Instructional Supports:	
	Vocabulary/Text-Based Questioning:	Strategies:
<p>Vocabulary to pre-teach: island Think Aloud- Today when we are reading you will see the word island. When we hear island, it is referring to a piece of land that is usually surrounded by water. As a class, use maps, globes, and the internet to show students examples of islands.</p> <p>Text-Based Questioning: “What did Lola’s teacher ask her to do as an assignment?” “Why is Lola having trouble drawing a picture of the island she came from?” “What happened on the island right after Lola was born?”</p>	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Provide a sentence stem to support students written responses ● Allow students to select the questions they want to answer about their identity. <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Allow students to represent their identity in a visual representation. ● Offer verbal and written avenues to demonstrate mastery. 	

New Mexico Instructional Scope Social Studies Guide

1st Grade Personal Financial Literacy

Compelling Question	Inquiry Alignment
How do people get what they need or want?	1.1. Recognize a compelling question.
	1.2. Generate supporting questions related to compelling questions within a variety of social studies topics.

Standards at a Glance

Theme 6: Personal Financial Literacy

Anchor Standard

The student demonstrates an understanding of:

Performance Standard

Therefore, the student is able to:

Economics/Personal Financial Literacy 10. Personal Financial Literacy

- 1.23. Identify examples of producers and consumers.
- 1.24. Examine how earning money through work is related to the purchase of goods and services.

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Economics/Personal Financial Literacy 10. Personal financial literacy		
<i>Grade</i>	Performance Standard(s)		
1	1.23. Identify examples of producers and consumers.		
	Sample Concept/Content	Supporting Questions	
	<ul style="list-style-type: none"> ● A producer makes goods or provides a service, while a consumer uses or benefits from the goods or services. ● Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill. ● People use tools, technologies, and other resources to meet their needs and wants. 	<ul style="list-style-type: none"> ● What do people buy? ● What can people make? ● How do people get things? 	
	Vertical Alignment		
	<i>Previous grades:</i> <i>K.26. Distinguish between a need (basic needs like food, clothing, and shelter) and a want.</i>	<i>Future grades:</i> <i>2.29. Identify different types of jobs performed in their community.</i>	
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development	
<ul style="list-style-type: none"> ● Explain what it means to be a producer or a consumer. ● Explain why people would buy or get something. 	Consumer - a customer who buys the products or services a business produces. Producer - people who use resources to make goods and services. Goods - merchandise or possessions. Services - the action of helping or doing work for someone.		

New Mexico Instructional Scope Social Studies Guide

 Grade	Anchor Standard: Economics/Personal Financial Literacy 10. Personal financial literacy	
Performance Standard(s)		
1	1.24. Examine how earning money through work is related to the purchase of goods and services.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● People and families work to earn money to purchase goods and services that they need or want. ● People make decisions about how to spend and save the money that they earn. 	<ul style="list-style-type: none"> ● How can you buy things you need? ● Where does money come from to buy things you may need? ● How does working help you get things you want or need?
	<i>Vertical Alignment</i>	
	<i>Previous Grades:</i> <i>K.27. Recognize personal finance choices people make.</i>	<i>Future Grades:</i> <i>2.30. Assess priorities when making financial decisions.</i> <i>2.31. Classify financial goals as short-term or long-term.</i>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Explain why people need to work. ● Explain where money comes from. ● Identify how working can obtain things that people want or need. 	Work - activity involving mental or physical effort done in order to achieve a purpose or result. Priorities - the fact or condition of being regarded or treated as more important.	

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

Economics/Personal Financial Literacy 10. Personal Financial Literacy:

- 1.23. Identify examples of producers and consumers.
- 1.24. Examine how earning money through work is related to the purchase of goods and services.

Inquiry 26. Communicate and Critique Conclusions:

- 1.2. Generate supporting questions related to compelling questions within a variety of social studies topics.
- 1.4. Construct responses to compelling questions using examples.

Sample Task #6

In this instructional task, students develop and express claims through discussions and writing in which they explore the economy. Students engage with the sources to build their understanding of the content to distinguish producers from consumers. Students will also use the resources to determine the difference between a good and services and how people obtain both.

Source: *What Do We Buy? A Look at Goods and Services*, Robin Nelson

1. Read aloud Source C: [What Do We Buy? A Look at Goods and Services](#). Pause after each section to engage students in a class discussion about the information that was read. Show student images that are important to the class discussion. Sample guiding questions for each section:

a. Pages 4-5

Why do we buy certain things?

What are examples of things that are bought and sold?

What do we call the things that are bought and sold?

b. Pages 6-9

What is a good?

What are some examples of goods?

How do we obtain goods?

Look at the picture on page 8, and ask students, “Is this picture an example of a good or service? Why is this an example of a good?”

c. Pages 10-13

What is a service?

What jobs or people help to provide services?

Why are these people important to the economy?

New Mexico Instructional Scope

Social Studies Guide

What types of services can you buy?

e. Pages 18-21

What is a consumer?

What is a producer?

a. Pages 22-26

What is used to make goods and provide services?

Where do we get resources?

2. Show students an image from pages 26-27 that contains both a good and a service.
 - a. Using the compelling question, “What do you wonder about looking at these images?”
 - i. Turn to an elbow partner and share one question you have.
 - ii. Choose a few students to share their questions with the class.

3. Instruct students to view the image. Ask students, “Describe the goods and services you see in this picture.” Instruct students to write 2 sentences explaining how the given picture shows examples of goods and services. Provide an answer frame to support students in writing complete sentences.

a. Sample answer frame:

- “_____ is an example of a good because _____.
_____ does a service by _____.”

4. Instruct the students to share their responses with the class using an established classroom routine.

Adapted from [LouisianaBelieves](#)

Exemplar Student Responses

1. Students’ responses explain the difference between a good and a service. Sample response:

In the picture corn is an example of a good because it is made or grown. The farmer does a service by growing the corn.

2. The items chosen from the picture must reflect good and service.
3. Students can orally explain why they chose the item as a good and the other a service.
4. Students’ written responses should follow the English language arts standards for written expression at grade 1.

DOK

Level 2

Blooms

Understand

New Mexico Instructional Scope

Social Studies Guide

Cross-Curricular Connections

CCSS.ELA-LITERACY.W.1.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text? This text does a nice job including diverse ethnicities and genders in a variety of roles. It has very generic examples (pizza, doctor, shopping). A possible additional resource is Goods and Services Around Town by Heather Schwartz which has additional city examples with ethnically diverse representation in more city/ urban life. In a rural context, give additional agricultural/ or production examples that meet the needs of your community.

How are those groups and individuals portrayed? It is a mixture of portrayals both racially and by gender. This book includes many differing examples of types of people and roles- most notably a mechanic of color, a latinx teacher, and a female doctor. However, construction workers and firefighters are all men, and both examples of shoppers are women so there are some gendered norms still perpetuated.

What supports are provided to teachers to identify blind spots? The text speaks in generalizations. Supplemental examples may be needed to ensure all students see themselves in ANY of the producer and consumer roles presented. Specific examples from your community (factories in the area, local medical professionals, specific examples of parents of students in your class if appropriate, etc...) may help students see themselves in these roles and feel included.

How is this text culturally/linguistically responsive? The book uses gender neutral names for all professions (firefighter not fireman). The book attempts to include images and examples from diverse populations. The book is only in English, but has simple sentences that could be translated for multilingual learners as needed.

VABB Analysis

Validate	Affirm
<i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i>
<p>What are some goods your family buys? What are some services your family uses?</p> <p>ESR: responses will vary My family buys tamales from a food truck. My family uses the bus.</p>	<p>We have so many personal examples of goods and services. Why are these goods and services important to your daily lives? Which goods/ services do you use most?</p> <p>ESR: responses will vary</p>

New Mexico Instructional Scope Social Studies Guide

	<p>My family buys rice from the grocery store. My family hired someone to fix the roof.</p> <p>That is a perfect example of a good/service your family uses. Your example helps the class see these in our daily lives. Who else has an example from their life they want to share?</p>	<p>I take the bus to school every day. (bus= service) My mom takes me to the corner store to get snacks after school. (corner store= service, snacks= goods)</p> <p>Examples of activities to affirm:</p> <ul style="list-style-type: none"> ● Make a list of their goods/ services ● Make these into a powerpoint/ book the next day to share their examples ● Add pages to the book with their examples to connect their lived experience to the pages in the book.
	<p>Build</p> <p><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p>Bridge</p> <p><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>
	<p>In our book, the example is of a pizza delivery as service and pizza as a good, your example is tamales as a good and a food truck as a service. How are these examples similar?</p> <p>ESR: Food items like tamales and pizza are goods, when people are delivering them or making them, those are services.</p>	<p>We can find goods and services everywhere we look. When you are on your way home be looking out for examples of goods and services along your way! You might also find goods and services in TV shows you watch or games you play. Bring back more examples to share tomorrow.</p> <p>ESR: Any good or service they used/saw last night.</p>
Suggested Student Discourse		
Question		Method
<p>How do I get what I need or want?</p>		<p>Type: Discussion Strategy: Round Robin Strategies for interaction in which students practice a variety of interpersonal functions and academic conversations to improve educational outcomes.</p>
Multi-Layered System of Supports/Suggested Instructional Strategies		
<p>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p>		

New Mexico Instructional Scope

Social Studies Guide

1.) Identify vocabulary words to pre-teach:

- Vocabulary are words that are more likely to appear in text than speech.
- Choose words that are not implicitly or explicitly defined within the text.

2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, and develop knowledge of vocabulary, syntax, and structure.

Instructional Supports:

Vocabulary/Text-Based Questioning:

Vocabulary to pre-teach: resource

Think Aloud- today when we are reading you will see the word resource. When we hear resources, it is referring to the supplies and supports used to create goods. Physical resources might be land, water, trees, etc..

Text-Based Questioning:

What jobs or people help to provide services?
 Why are these people important to the economy?
 What types of services can you buy?
 What is used to make goods and provide services?
 Where do we get resources?

Strategies:

Universal Supports:

- Provide a sentence stem to support students' written responses
- Allow students to select the page they use to define goods and services

Targeted Supports:

- Allow students to represent goods and services in a visual representation
- Offer verbal and written avenues to demonstrate mastery