


New Mexico Instructional Scope Social Studies Guide

Key

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|--|---------------------------------|--|-----------------------|-----------|-----------|---------|-------------------------------|---------|
|  | <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="581 596 1058 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 denoted with red highlighting. 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.</p> | | | | | | |

New Mexico Instructional Scope Social Studies Guide

2nd Grade We the People

Compelling Question

How has America changed and developed?

Inquiry Alignment

2.4. With support, construct responses to compelling questions using reasoning, examples, and relevant details.

2.6. 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: We the People

Anchor Standard

The student demonstrates an understanding of:

Performance Standard

Therefore, the student is able to:

Civics 2. Processes, Rules, and Laws

- 2.7. Evaluate how American society has changed through rules and laws.
- 2.8. Understand the purposes and structures of government (tribal, local, state, national government).

Civics 3. Civic Dispositions and Democratic Principles

- 2.9. Assess how the contributions of diverse individuals' have helped develop our national identity.
- 2.10. Examine and compare the American democratic principles to neighboring countries.

Theme 1: We the People (Continued)

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

- 2.11. Examine and understand the various qualities of leadership.

New Mexico Instructional Scope Social Studies Guide

|  | Anchor Standard: Civics 2. Processes, Rules, and Laws | |
|--|--|---|
| Grade | Performance Standard(s) | |
| 2 | 2.7. Evaluate how American society has changed through rules and laws. | |
| | 2.8. Understand the purposes and structures of government (tribal, local, state, national government). | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● Bill to laws ● Refining/changing laws ● Court systems ● Voting systems ● Being elected to office ● Protesting, striking, petitioning ● Indigenous land, water, resource rights ● Tribal sovereignty | <ul style="list-style-type: none"> ● How has American society changed through rules and laws? ● What are the purposes and structures of government (tribal, local, state, national government)? |
| | Vertical Alignment | |
| | <p><i>Previous Grades:</i></p> <p>1.7. Explain and provide examples of how people play important roles in society.</p> <p>1.8. Investigate how people work together to accomplish a common task and how this benefits and challenges people when working together.</p> | <p><i>Future Grades:</i></p> <p>3.7. Use deliberative and democratic procedures to make decisions about and act on civic problems or issues in their classrooms.</p> <p>3.8. Explain how the democratic principles motivate people to migrate then and now.</p> |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| <ul style="list-style-type: none"> ● Describe what society means. ● Explain what a rule is and what a law is. ● Make observations of how American society has changed rules and laws over time. ● Explain what government means. ● Explain why the government is important. ● Identify reasons why there are different types of governments. | <p>Tribal sovereignty - the right of American Indians and Alaska Natives to govern themselves.</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> <p>Migrate - to move from one country or region to another; to pass from one region to another on a regular basis.</p> <p>Protest - a complaint or objection against an idea, an act, or a way of doing things; an event in which people gather to show disapproval of something.</p> <p>Strike - to stop work in order to force an employer to comply with demands.</p> <p>Petition - a written request or call for change signed by many people in support of a shared cause or concern.</p> | |

New Mexico Instructional Scope Social Studies Guide


|  | Anchor Standard: Civics 3. Civic Dispositions and Democratic Principles | |
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| <i>Grade</i> | Performance Standard(s) | |
| 2 | 2.9. Assess how the contributions of diverse individuals have helped develop our national identity. 2.10. Examine and compare the American democratic principles to neighboring countries. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● Patriotic symbols (New Mexico flag, American flag, Eagles, Pledge of Allegiance), songs, actions, and celebrations ● Tribal and local songs and symbols and monuments ● Prime minister and President ● Constitutional Monarchy and Democracy ● Malcolm X, Dr. Martin Luther King Jr., George Washington Cleaver, Bessie Johnson, Shirley Chisholm, Sojourner Truth, Jane Addams, Susan B. Anthony, Rosalind Franklin, Cesar Chavez, Dolores Hureta, Geronimo, Sitting Bull, Pocahontas, Crazy Horse, Chief Joseph and Sacagawea, Chien-Shiung Wu, Marsha P. Johnson, Sylvia Rae Rivera | <ul style="list-style-type: none"> ● How did diverse individuals contribute to our national identity? ● How do the American democratic principles compare to neighboring countries? |
| | Vertical Alignment | |
| | <p><i>Previous Grades:</i></p> <p><i>1.9. Compare life in New Mexico in the past to life in New Mexico today.</i></p> <p><i>1.10. Compare fact and opinion in stories and narratives from the past.</i></p> | <p><i>Future Grades:</i></p> <p><i>3.9. Explain how to be a responsible and active citizen in a democracy.</i></p> <p><i>3.10. Evaluate the reasons for migration and immigration and the effects on people, culture, and ideas in world communities.</i></p> |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| <ul style="list-style-type: none"> ● Identify neighboring countries and communities. ● Identify how these neighboring countries and communities have impacted the growth and development of the United States. | <p>Patriotism - love for or devotion to one's country.</p> <p>Diversity - the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.</p> <p>Individual identity - a person's self-image consisting</p> | |

New Mexico Instructional Scope

Social Studies Guide

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| | | <p>of how they perceive themselves as different from others.</p> <p>National identity - the sense of belonging one has to a state, nation, or tribe or a sense of solidarity one feels with a particular group without regard to one's actual citizenship status.</p> <p>Democracy - a government in which the supreme power is vested in the people and exercised by them directly or indirectly through a system of representation usually involving periodically held free elections.</p> |
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New Mexico Instructional Scope Social Studies Guide

|  | Anchor Standard: Civics 4. Roles and Responsibilities of a Civic Life | |
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| <i>Grade</i> | Performance Standard(s) | |
| 2 | 2.11. Examine and understand the various qualities of leadership. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> • Democratic values (common good, equality, freedom, justice, liberty, respect for individual rights) • Leaders on a national and community level (Examples: George Washington, Martin Luther King Jr., Suzan B. Anthony, Abraham Lincoln, Cesar Chavez, etc.) • Responsibilities of leaders (decision making, establishing and upholding rules and laws, safety) | <ul style="list-style-type: none"> • What makes a good leader? |
| | Vertical Alignment | |
| | <p><i>Previous Grades:</i></p> <p>1.11. Demonstrate chronological thinking by distinguishing among past, present, and future using family, school, or community events.</p> | <p><i>Future Grades:</i></p> <p>3.11. Analyze how human settlement and movement impact diverse groups of people.</p> |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| <ul style="list-style-type: none"> • Identify leadership qualities. • Identify a variety of people in history who have demonstrated leadership qualities. • Define and identify democratic values (common good, equality, freedom, justice, liberty, respect for individual rights). | <p>Equality - the quality of being the same in quantity or measure or value or status.</p> <p>Liberty - the positive enjoyment of various social, political, or economic rights and privileges.</p> <p>Justice - the quality of being just, impartial, or fair.</p> <p>Respect - high or special regard: esteem.</p> <p>Leadership - the ability of an individual or a group of individuals to influence and guide followers or other members of an organization.</p> <p>Common good - those facilities, whether material, cultural or institutional, that the members of a community provide to all members in order to fulfill a relational obligation they all have to care for certain interests that they have in common.</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.

Civics 2: Processes, Rules, and Laws

- 2.9. Assess how the contributions of diverse individuals have helped develop our national identity.

Inquiry 26. Communicate and Critique Conclusions

- 2.4. With support, construct responses to compelling questions using reasoning, examples, and relevant details.

New Mexico Instructional Scope

Social Studies Guide

Sample Task #1

In this instructional task, students identify and recognize modern-day heroes—people who have made, and are making, a difference in their communities or in the world. Students will learn how local movements can become national, then global, movements through the activism and perseverance of upstanding individuals. Adapted from: [Learning for Justice](#)

Introductory and Research Text Resources: Let it Shine: Stories of Black Women Freedom Fighters by Andrea Davis Pinkney; Black Heroes: A Black History Book for Kids: 51 Inspiring People from Ancient Africa to Modern-Day U.S.A. by Arlisha Norwood; Rad American Women A-Z by Kate Shatz; Pele, King of Soccer by Monica Brown; Chester Nez and the Unbreakable Code: A Navajo Code Talker’s Story by Joseph Bruchac; Go Show the World: A Celebration of Indigenous Heroes by Wab Kinew; Notable Native People: 50 Indigenous Leaders, Dreamers, and Changemakers From Past and Present by Adrienne Keene; Fearless Trailblazers: 11 Latinos who made U.S. History by Naibe Reynoso; Be Bold! Be Brave! 11 Latinas Who Made U.S. History by Naibe Reynoso and Jone Leal; The Story of Helen Keller: A Biography Book for New Readers by Christine Platt; Asian-Americans Who Inspire Us by Analiza Quiroz Wolf; Yes We Will: Asian Americans Who Shaped This Country, ; Pride: The Story of Harvey Milk and the Rainbow Flag by Rob Sanders.

1. As a warm-up activity, have students discuss the following question with a partner. Ask: “If you had a superpower that you could use for good, what power would it be, and why?” Allow students a few minutes to share their thoughts. Ask for volunteers to share their responses with the class. Write the responses on a chart, making notes of key descriptors. Then ask students what makes a hero different from a superhero. Teachers can do this as an anchor chart, Double Bubble Thinking Map, or Venn Diagram. Chart responses, focusing on words that describe a hero’s qualities. Explain to students that while there are many types of heroes, this project will introduce them to everyday people who are currently engaging in work that others have deemed heroic. Students will research and take notes about individuals who are making a difference.
2. Read the book *Chester Nez and the Unbreakable Code: A Navajo Code Talker’s Story* by Joseph Bruchac as a class (accessible for free [here](#))
 - A. During the text invite students to answer text-dependent questions, make predictions, make connections, or ask questions.
 - B. Following the text, ask students to help define how Chester is a hero. Teachers can use a Bubble Map or web to help capture student responses.
3. Introduce students to a variety of heroes of the past and present. This can be done through additional readings, and videos, allowing students to look through books, etc. During this exploration, students will begin to search for a research subject to study. Allow students to pick someone that is significant to them for their own reasons.
4. Research Project Options:
 - A. Research/Expository Writing Assignment- have students complete a short three-paragraph essay on the hero of their choice. The assignment should include introductory sentences for each paragraph, supporting details, and a conclusion.
 - B. Students will create a presentation in the medium of their choice. Examples could include making a model of the hero with an accompanying essay, creating a PowerPoint presentation of their hero, dressing as their hero and giving a speech, creating a mock interview with their hero in essay form, etc.
 - a. Students can work with a partner or in small groups to research an individual of their choice. This work can be compiled as a class and presented in the hall or on a wall as a project. Students are encouraged to add to each other’s work and comment/ask questions to deepen the learning experience.

New Mexico Instructional Scope Social Studies Guide

Exemplar Student Responses

1. Answers will vary but could include:
 - a. Superheroes have magic powers, heroes don't
 - b. Superheroes are fictional, heroes exist in real life
 - c. Both superheroes and heroes help people and serve others
2. Answers will vary but could include:
 - a. Chester was a hero for helping serve his country
 - b. Chester was a hero for helping create a secret code using his language
 - c. Chester was a hero for honoring his culture and language
 - d. Chester was a hero because his efforts saved many lives
3. Student choice will vary

ESR of Essay Example:

I chose Chester Nez as my hero. He played an important role in World War II. His actions in helping build a code for the military made a difference in the war. He saved many lives like a hero.

Chester was part of a group of Navajo men that helped create a secret code using the Navajo language for the United States to use during World War II. He helped write and use the code. His code helped send secret messages that no one could break. He was a brave man. His actions helped the United States win the war.

Chester Nez is a hero for our country. He helped end the war and honored the Navajo language. Chester is an important part of American History because he helped the United States win the war. That is why I chose Chester Nez as my hero.

DOK

Blooms

4

Create

Cross-Curricular Connections

[CCSS.ELA-LITERACY.CCRA.R.1](#)

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

[CCSS.ELA-LITERACY.CCRA.R.2](#)

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

[CCSS.ELA-LITERACY.CCRA.R.7](#)

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

[CCSS.ELA-LITERACY.CCRA.W.7](#)

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

[CCSS.ELA-LITERACY.CCRA.W.8](#)

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

[CCSS.ELA-LITERACY.CCRA.W.9](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

New Mexico Instructional Scope

Social Studies Guide

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text? The texts suggested for this task include a wide variety of diverse individuals. The diversity includes race, ethnicity, gender, age, LGBTQIA+ identity, and ability. Students are encouraged to use this wide variety of representations to find a historical figure that resonates with them. This list is extensive in order to create opportunities for equitable access and representation available to students.

How are those groups and individuals portrayed? The texts suggested in this task are centered around individuals who have had significant impacts on history. Their contributions to society, history, and innovation are celebrated.

What supports are provided to teachers to identify blind spots? Teachers should offer students a well-rounded and diverse set of individuals to choose from. Students can also be encouraged to choose outside of the selection offered through texts by doing research of their own. The offering of diverse individuals allows for students to have autonomy and find validation in the individual they choose to research, allowing teachers support in their own blind spots.

How is this text culturally/linguistically responsive? These books offer diverse and vast examples of individuals from a variety of backgrounds. The hope in centering heroes from marginalized populations in addition to traditionally seen heroes in history is that students will be able to see their own cultures and languages validated and affirmed. Students will see that not all acts of heroism need to have a global effect to be defined as brave or courageous. Each hero's accomplishment illustrates that having an idea and getting involved can lead to projects—large and small—that make the world better. It also helps students to see a variety of heroes that exist in their local, national, and global communities. The goal is to encourage activism and awareness and enable students to think about what they, as individuals, can do to make a difference in their own community.

VABB Analysis

Validate

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

Question: Who are “everyday” heroes in your family?

ESR: Student responses will vary.
An everyday hero in my family is my auntie Theresa because she is a nurse and takes care of people who are sick.

Affirm

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

Question: Which people in your community should also be considered everyday heroes but don't always get recognized?

ESR: Student responses will vary.
Some people in my community that should be recognized as everyday heroes are the people who deliver groceries because they help get food to old people and sick people who cannot go to the stores alone.

New Mexico Instructional Scope Social Studies Guide

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| | Build | Bridge |
| | <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> | <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>Question: How is the person you chose to research as an everyday hero similar to the everyday hero in your family?</p> <p>ESR: Student responses will vary.</p> <p><i>I chose to research Wanda Butts. She helps children in her neighborhood learn how to swim. This is similar to my aunt who is a teacher because both of them are teaching children things they need to know.</i></p> | <p>Question: What is a need in your community that you can start a community project around?</p> <p>ESR: Student responses will vary.</p> <p><i>In my community, I notice there is a lot of trash at the parks. I think we need community clean-up days to make sure the parks are clean for kids to play at. I would like to organize monthly community clean-up days in my neighborhood.</i></p> |
| | Suggested Student Discourse | |
| | Question | Method |
| | How is the person you chose to research as an everyday hero similar to the everyday hero in your family? | <p>Type: Discussion</p> <p>Strategy: <i>Think-Pair-Share:</i> 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> <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: bravery, hero, change agent, role model.</p> | <p>Universal Supports:</p> <ul style="list-style-type: none"> ● Provide a sentence stem to support students' written responses | |

New Mexico Instructional Scope

Social Studies Guide

Think Aloud: Explain to students that while there are many types of heroes, this lesson will introduce them to everyday people who are currently engaging in work that others have deemed heroic.

Text-Based Questioning:

How does someone demonstrate bravery?

What makes everyday people heroes?

How does someone become a change agent?

What are the characteristics of a role model?

What does it mean to make a difference in your community?

What are some characteristics of people who have made or are making a difference in their communities?

- Allow students to work with a partner to answer these questions using a Think-Pair-Share strategy

Targeted Supports:

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

New Mexico Instructional Scope Social Studies Guide

2nd Grade Looking in Our Past


| Compelling Question | Inquiry Alignment |
|---|--|
| How do ordinary people and communities shape the Country? | 2.4. With support, construct responses to compelling questions using reasoning, examples, and relevant details. |
| | 2.5. Take group or individual action to help address local, regional, and/or global problems or issues. |

Standards at a Glance


Theme 2: Looking in Our Past

| Anchor Standard <i>The student demonstrates an understanding of:</i> | Performance Standard <i>Therefore, the student is able to:</i> |
|---|---|
| History 15. Historical Change, Continuity, Context, and Reconciliation | <ul style="list-style-type: none"> ● 2.12. Describe events in North America that illustrate how people from diverse cultural groups aimed to work through conflicts to solve a problem. ● 2.13. Compare diverse world communities to local communities in terms of members, customs, and traditions. ● 2.14. Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local and national events. |
| History 18. Critical Consciousness and Perspectives | <ul style="list-style-type: none"> ● 2.15. Identify and compare the diverse North American cultural groups of the past and today. ● 2.16. Evaluate the effects of people, goods, and ideas that diffused from one community to other communities and their impact. |

New Mexico Instructional Scope Social Studies Guide

|  | Anchor Standard: History 15. Historical Change, Continuity, Context and Reconciliation | |
|--|--|--|
| <i>Grade</i> | Performance Standard(s) | |
| 2 | 2.12. Describe events in North America that illustrate how people from diverse cultural groups aimed to work through conflicts to solve a problem | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● Conflict Resolution, negotiation, diplomacy, and treaties ● Land disputes and expansion, diverse populations living together ● The Santa Fe Trail ● The Pueblo Revolt of 1680 ● Coronado Expedition ● Mexican-American War | <ul style="list-style-type: none"> ● How has the United States changed since becoming a nation? ● How have significant events in the past influenced our state and nation? |
| | Vertical Alignment | |
| | <p><i>Previous Grades:</i></p> <p><i>1.12. Examine and identify cultural differences within their community.</i></p> <p><i>1.13. Investigate significant events, people, and observances in history and discuss their effects on local and national communities.</i></p> | <p><i>Future Grades:</i></p> <p><i>3.12. Analyze the movement of Indigenous groups, including the removal and return of Indigenous people throughout New Mexico and the United States.</i></p> <p><i>3.13. Explain how world events impact New Mexico and the United States, both in the past and present.</i></p> <p><i>3.14. Use a timeline to analyze connections among historical events, including how human settlement and movement impacted diverse groups of people.</i></p> |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| <ul style="list-style-type: none"> ● Describe and give examples of conflict resolution (negotiation, diplomacy, and treaties) within North America. | <p>Conflict - to disagree strongly.</p> <p>Conflict resolution - a peaceful solution to a disagreement between two or more groups.</p> <p>Negotiation - discussions meant to help people agree on something.</p> <p>Diplomacy - the practice of goodwill and peace toward one's country.</p> <p>Treaties - an agreement that binds two or more countries.</p> | |

New Mexico Instructional Scope Social Studies Guide


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|  | Anchor Standard: History 15. Historical Change, Continuity, Context and Reconciliation | |
| <i>Grade</i> | Performance Standard(s) | |
| 2 | 2.13. Compare diverse world communities to local communities in terms of members, customs, and traditions. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● Explore key events and trends in New Mexico history and their significance (e.g. American Indian settlement, European exploration, westward expansion and the Santa Fe Trail, American Indian relocation, statehood, development of industry, World War II--Atomic bomb testing); current/local events. ● Compare and contrast local, state, and tribal communities (tribal membership, feast days, fiestas, fairs, pow-wows). ● Compare and contrast bordering Canadian and Mexican communities with the United States (citizenship, customs, traditions). | <ul style="list-style-type: none"> ● What are the diverse North American cultural groups of the past and present? ● How do the bordering countries of Canada and Mexico impact the U.S.? |
| | Vertical Alignment | |
| <p><i>Previous Grades:</i></p> <p><i>1.12. Examine and identify cultural differences within their community.</i></p> <p><i>1.13. Investigate significant events, people, and observances in history and discuss their effects on local and national communities.</i></p> | <p><i>Future Grades:</i></p> <p><i>3.12. Analyze the movement of Indigenous groups, including the removal and return of Indigenous people throughout New Mexico and the United States.</i></p> <p><i>3.13. Explain how world events impact New Mexico and the United States, both in the past and present.</i></p> <p><i>3.14. Use a timeline to analyze connections among historical events, including how human settlement and movement impacted diverse groups of people.</i></p> | |

New Mexico Instructional Scope


Social Studies Guide

| | Students Who Demonstrate Understanding Can.. | Vocabulary for Teacher Development |
|--|---|--|
| | <ul style="list-style-type: none">• Students will be able to demonstrate key events and trends in New Mexico History.• Students will be able to compare world communities to local communities.• Students will be able to give examples of customs and traditions of local communities. | <p>Customs - common ways of doing things.</p> <p>Traditions - a belief or behavior passed down within a group with special meaning.</p> <p>Citizenship - the position or status of being a citizen of a particular country.</p> |

New Mexico Instructional Scope Social Studies Guide

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|  | Anchor Standard: History 15. Historical Change, Continuity, Context and Reconciliation | |
| Grade | Performance Standard(s) | |
| 2 | 2.14 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local and national events. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● Timeline of important dates and events ● American Revolution, Constitutional Convention, Enslavement of African and Indigenous people, Westward Expansion, American Indian colonization and removal acts, American Indian Boarding Schools, Canadian Indian Boarding Schools, Mexican Revolution, Industrial Revolution, Great Depression, WWI, WWII, Civil Rights Movement, Women’s Suffrage Movement | <ul style="list-style-type: none"> ● How can I use a timeline to organize and understand information? ● How has the United States changed since becoming a nation? ● How have significant events in the past influenced our state and nation? |
| | Vertical Alignment | |
| | <p><i>Previous Grades:</i></p> <p><i>1.12. Examine and identify cultural differences within their community.</i></p> <p><i>1.13. Investigate significant events, people, and observances in history and discuss their effects on local and national communities.</i></p> | <p><i>Future Grades:</i></p> <p><i>3.12. Analyze the movement of Indigenous groups, including the removal and return of Indigenous people throughout New Mexico and the United States.</i></p> <p><i>3.13. Explain how world events impact New Mexico and the United States, both in the past and present.</i></p> <p><i>3.14. Use a timeline to analyze connections among historical events, including how human settlement and movement impacted diverse groups of people.</i></p> |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| | <ul style="list-style-type: none"> ● Students will be able to accurately place events from North American history on a timeline. ● Students will be able to use a timeline to gather information and draw conclusions about events in history. | <p>Timeline - a graphic presentation of events and their dates, listed from left to right on a horizontal or vertical column.</p> |

New Mexico Instructional Scope Social Studies Guide

| | | |
|---|--|---|
|  | Anchor Standard: History 18. Critical Consciousness and Perspectives | |
| <i>Grade</i> | Performance Standard(s) | |
| 2 | 2.15 Identify and compare the diverse North American cultural groups of the past and today. | |
| 2 | 2.16 Evaluate the effects of people, goods, and ideas that diffused from one community to other communities and their impact. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● Migration to North America (French, Spanish, English, Irish, Chinese, African, etc.) ● Immigrants past and present (hardships, treatment by others, etc.) ● Diversity of people and cultures in North America past and present (immigrants, Indigenous people, enslaved Africans, etc.) traditions, beliefs and customs not limited to holidays, music, food, celebrations, and traditions | <ul style="list-style-type: none"> ● How have significant events in the past influenced our state and nation? ● How do the bordering countries of Canada and Mexico impact the U.S.? |
| | Vertical Alignment | |
| | <i>Previous Grades:</i> <ul style="list-style-type: none"> ● 1.15. Examine decisions that people make about spending and saving money. ● 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. | <i>Future Grades:</i> <p>3.15. Investigate who receives the goods that are produced in various world communities.</p> |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| | <ul style="list-style-type: none"> ● Students will demonstrate an understanding of the diversity of people and cultures in North America in the past and present. | <p>Migration - to move from one place to another.</p> <p>Immigrant - people who live in a country other than that of their birth.</p> <p>Diversity - The understanding that each individual is unique, and recognizing their individual differences.</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.

History 18. Critical Consciousness and Perspective

- 2.14. Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local and national events.
- 2.15. Identify and compare the diverse North American cultural groups of the past and today.
- 2.16. Evaluate the effects of people, goods, and ideas that diffused from one community to other communities and their impact.

Inquiry 26. Communicate and Create Conclusions

- 2.4. With support, construct responses to compelling questions using reasoning, examples, and relevant details.

New Mexico Instructional Scope Social Studies Guide

Sample Task #2

In this task, students will participate in the creation of a historical timeline for Ruby Bridges and answer the question: “How did Ruby Bridges' integration of schools impact communities in the past and present?”

- a) As an introductory activity, display the following book covers for students to see. Tell students you want to hear what they think, wonder and notice. Give students a chance to look at each cover and allow adequate wait time. Once students are ready to respond, record the responses on an anchor chart or whiteboard under the categories, “What I think...,” “What I notice...,” and “What I wonder.”
 - i) Shaking Things Up by Susan Hood
 - ii) Let’s Read About...Ruby Bridges by Ruby Bridges and Grace Maccarone
 - iii) Ruby Bridges by Madeline Donaldson
 - iv) The Story of Ruby Bridges by Robert Coles
 - v) Ruby Bridges Goes to School: My True Study by Ruby Bridges
 - vi) Through My Eyes by Ruby Bridges
- b) Teachers can choose one of the texts listed above to read as an introduction. This can be done by teacher choice or through student voting (democratic process). This text will be used as an introduction to the story of Ruby Bridges. Teachers are encouraged to ask text-dependent questions and to encourage connections and questions from students.
- c) Following the book, tell students that they will be participating in the creation of a timeline. To introduce what a timeline is, give students several examples from the internet, books, or other resources. Encourage students to observe and then build their understanding of what a timeline is rather than explicitly explaining it. A resource to assist in timeline introduction: <https://www.youtube.com/watch?v=842mEdbuTJs>
- d) Optional Extension Activity: Before beginning the timeline of Ruby Bridges experience and the desegregation of schools, invite students to create a timeline of their own life. This can be done as a project involving pictures from home or students can draw significant events in their life. Encourage them to share parts of their lives that are meaningful and important to their history (becoming a sibling, a significant birthday, moving, beginning school, etc.). This can be done as a center or rotation activity or as a classroom activity.
- e) Options for building a timeline about Ruby Bridges and the integration of schools:
- f) Make a shared class timeline that covers a wall or hall. As a class, discuss and decide on which date the timeline should start and which date it should stop. Students can be grouped to work on specific sections (i.e. before Ruby Bridges, Ruby Bridges and her experience, years following efforts towards integration, and the present day). Groups can utilize the internet and provide books to research their sections. An alternative to group work could be to allow students to identify and hang their own perceptions of important events. These events can be logged using paper or sticky notes and placed along the timeline. ESR should include a date, illustration, or picture and a complete sentence about the event.
- g) Make individual timelines using a variety of mediums. Students can create their own timelines by doing individual research and building a timeline in the medium of their choice. This can be done digitally on a computer, on paper, using a string and hanging dates/events, or in a format of their choosing. Students should research the life of Ruby Bridges and the events that preceded and followed the efforts of integration in schools. The focus of the timeline should be events that impacted the schools and communities they belong to.

New Mexico Instructional Scope Social Studies Guide

Exemplar Student Responses

Answers will vary but could include:

- a. "I notice that the pictures are black and white so I think it's from the past."
- b. "I wonder who the girl is. She is on every book cover."
- c. "I think she was someone that did something important in the past."

Criteria for exemplar timeline creation:

Timeline could include these major life events specifically about Ruby Bridges: date of birth, family moves, special test, starts at a new school, featured by Norman Rockwell, finishes school, marriage, children's book honor, reunited with her past teacher, biography published, film about her, forms a foundation, US Marshals honorary deputy, Children's Museum of Indianapolis exhibit, an honorary degree from Tulane University.

The timeline could include these events specifically about school integration: Brown v. Board of Education (1954), Brown II (1955), 49% of Americans believe in integration (1955), March in Washington in support of integration with 10,000 young people (1958), March in Washington in support of integration with 25,000 young people (1959), Ruby Bridges (1960), 62% of Americans believe in integration (1963), Civil Rights Act of 1964 is adopted (1964), The supreme court declares immediate desegregation of Mississippi schools (1969), 45% of black students in the US are attending majority-white schools (1988), The nation marks the 50th anniversary of Brown v. Board of Education (2004), In *Parents Involved*, the Supreme Court finds voluntary school integration plans unconstitutional, paving the way for contemporary school segregation to escalate (2007).

*It should be noted that the perspective that schools are not segregated today is not necessarily true and in many cases, is actually false. Much segregation is still present throughout the United States today and there continue to be social and cultural forces that cause segregation in public schools through housing, districting, and flight to private schools by families with means. Teachers should use discretion when teaching about this period of history and what is developmentally appropriate for students. They should also use their discretion in understanding that the experience of segregation in schools can be very real for some students and it is critical that their experiences are not invalidated or ignored.

More information about the timeline around school integration can be found at [Learning for Justice](#). Included events are important and interesting. No major details are excluded (this would be part of the verbal presentation). The timeline contains at least 8–10 events related to the topic being studied. Facts are accurate for all events reported on the timeline. Events are placed in chronological order. Accurate and complete dates for each event. Punctuation, spelling, and grammar are correct throughout.

DOK

Blooms

Level 4

Creating

Cross-Curricular Connections

CCSS.ELA-LITERACY.RI.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RI.2.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in

New Mexico Instructional Scope Social Studies Guide

technical procedures in a text.

CCSS.ELA-LITERACY.RI.2.10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.W.2.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS.ELA-LITERACY.W.2.7

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text? This task focuses on Ruby Bridges as the main character and an example of school integration in the 1960s. You could supplement or replace with another significant person like Doroles Huerta, Althea Gibson, Alexandria Ocasio-Cortez, Sylvia Rivera, Mary Anning, Maria Tallchief, Ben Nighthorse Campbell, Wilma Mankiller, Larry Itliong, Dr. Chien-Shiung Wu, Duke Kahanamoku.

How are those groups and individuals portrayed? Ruby Bridges is portrayed as an innocent child forced into conflict in the south during integration. She is seen as brave, strong, and steadfast.

What supports are provided to teachers to identify blind spots? This text and topic focus on a young, black girl's experience in the United States during the Civil Rights Movement. Teachers could choose to replace a significant person from New Mexico depending on their school population and cultural significance.

How is this text culturally/linguistically responsive? This book tackles real-world issues facing the United States like integration in an honest and developmentally appropriate way for elementary students. This book uses the specific story of Bridges to bring perspective to the experience of black citizens in the south and to talk about segregation both in the past and today.

VABB Analysis

Validate

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

Question: What do you notice about school now? Are you able to go to school with people that are different from you?

ESR: Depending on school makeup students may notice a diverse student population or a homogenous population and allow for discussion on the current makeup of schools in your area.

Affirm

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

Question: How do you think Ruby felt during her first-grade year?

ESR: Answers will vary. She may have felt scared, alone, humiliated, confused, etc...

New Mexico Instructional Scope Social Studies Guide

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| | Build | Bridge |
| | <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> | <i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i> |
| | Question: What other examples do you know of people who have fought for their rights? ESR: We learned about Cesar Chavez and how he fought for the rights of migrant farmworkers. | Question: Are there any rights you want to fight for today? ESR: Student responses will vary. |
| | Suggested Student Discourse | |
| Question | Method | |
| How have significant events in the past influenced our state and nation? | Type: Discussion Strategy: Turn and Talk A routine that increases opportunities for all students to participate in discussion simultaneously in order to make predictions or process new learning in a low-risk environment. | |
| 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: | |
| Vocabulary to pre-teach: School Integration Today when we are watching the video you will see how some kids were not treated fairly at school and how one brave little girl put an end to it. When we hear school integration it is referring to bringing all races together in the public schools. Text-Based Questioning: How did Ruby Bridges impact our country? | Universal Supports: <ul style="list-style-type: none"> ● Provide facts about the historical figure to support students' responses. ● Provide an example timeline to support students' written responses. Targeted Supports: <ul style="list-style-type: none"> ● Provide an example timeline of Ruby Bridges for visual learners. Give students the opportunity to create a timeline. ● Offer verbal and written avenues to demonstrate mastery | |

New Mexico Instructional Scope Social Studies Guide

2nd Grade What We Make and Use


| Compelling Question | Inquiry Alignment |
|----------------------|---|
| Why share resources? | 2.2. Generate supporting questions related to compelling questions within a variety of social studies topics. |
| | 2.3. With support, determine if a source is primary or secondary. |

Standards at a Glance


Theme 3: What We Make and Use

| Anchor Standard <i>The student demonstrates an understanding of:</i> | Performance Standard <i>Therefore, the student is able to:</i> |
|---|--|
| Economics/Personal Financial Literacy 5. Economic Decision Making | <ul style="list-style-type: none"> 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. 2.18. Explore how communities share resources and services with other communities. |
| Economics/Personal Financial Literacy 7. Economic Systems and Models | <ul style="list-style-type: none"> 2.19. Investigate what resources are available in their community, how available resources differ in communities, and what resources are obtained from neighboring communities. |


New Mexico Instructional Scope Social Studies Guide

| | | |
|--|---|---|
|  | Anchor Standard: Economics/Personal Financial Literacy 5. Economic Decision Making | |
| <i>Grade</i> | Performance Standard(s) | |
| 2 | 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. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● Decisions to buy, sell, and use money ● Needs, wants, and the availability of resources ● Scarcity ● Price of goods and services, and choice ● Taxes ● Capital, human, and natural resources | <p>How do consumers react to changes in the prices of goods?</p> <p>How does this change the way consumers spend and save money?</p> |
| | Vertical Alignment | |
| | <p><i>Previous Grades:</i></p> <p><i>1.17. Identify the common symbols used on maps for human-made structures and physical features.</i></p> | <p><i>Future Grades:</i></p> <p><i>3.17. Explore the concepts of surplus and scarcity in relation to resources for various world communities.</i></p> |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| <ul style="list-style-type: none"> ● Students will be able to decide how to buy, sell, and use money. ● Students will describe how prices impact the consumer. | <p>Consumer - a person who buys goods and services.</p> <p>Scarcity - the lack of a good or service.</p> <p>Money - coins, paper bills, and checks used in exchange for goods and services.</p> | |

New Mexico Instructional Scope Social Studies Guide

| | | |
|---|---|--|
|  | Anchor Standard: Economics/Personal Financial Literacy 5. Economic Decision Making | |
| <i>Grade</i> | Performance Standard(s) | |
| 2 | 2.18. Explore how communities share resources and services with other communities. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● Health and human services agencies ● Departments of public safety and parks and recreation ● Community colleges ● Businesses ● Community-based organizations ● Emergency organizations ● Agriculture ● Natural resources ● Renewable energy ● Crafts and art | <ul style="list-style-type: none"> ● How do available resources differ in communities (e.g., home-grown food available in rural farm areas vs. shopping in supermarkets)? ● How do available resources differ in communities (e.g., home-grown food available in rural farm areas vs. shopping in supermarkets)? |
| | Vertical Alignment | |
| | <p><i>Previous Grades:</i></p> <p><i>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.</i></p> | <p><i>Future Grades:</i></p> <p><i>3.18. Explore the basic economic concepts of supply and demand.</i></p> |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| <ul style="list-style-type: none"> ● Students will be able to distinguish between resources in their community. ● Students will demonstrate the positive effects of sharing resources in their community. | <p>Capital resource - machines, tools, vehicles, and information that people use to do their work.</p> <p>Human resource - people who do the work to make goods or produce services.</p> <p>Natural resource - things found in nature and are not handmade.</p> | |

New Mexico Instructional Scope Social Studies Guide

| | | |
|---|---|---|
|  | Anchor Standard: Economics/Personal Financial Literacy 7. Economic Systems and Models | |
| <i>Grade</i> | Performance Standard(s) | |
| 2 | 2.19. Investigate what resources are available in their community, how available resources differ in communities, and what resources are obtained from neighboring communities. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● Availability of resources across urban, suburban, and rural communities ● Job specialization (internet, air travel, telecommunications, cloud-based system adoption, automated cars, devices- cell phones, tablets, computers) | What resources are available in your community and what resources are obtained from neighboring communities? |
| | Vertical Alignment | |
| | <i>Previous Grades:</i> 1.19. Explain how human-made structures are all examples of how people modify the physical environment to meet needs and wants. | <i>Future Grades:</i> 3.19. Explain how supply and demand influence prices and trade. |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| | <ul style="list-style-type: none"> ● Students will explain the differences between urban, suburban, and rural communities. ● Students will describe how resources differ in communities. | Rural - characteristic of the countryside rather than the city. Suburban - a person or thing located just outside of a city. Urban - an area where many people live and work close together. |

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 5. Economic Decision Making

- 2.18. Explore how communities share resources and services with other communities.
- 2.19. Investigate what resources are available in their community, how available resources differ in communities, and what resources are obtained from neighboring communities.

Inquiry 24 Gather and Evaluate Sources

- 2.3. With support, determine if a source is primary or secondary.

Sample Task #3

Word Sort -Capital, Human, and Natural Resources

In this task, students will work to understand the differences between and categorization of capital, human, and natural resources.

1. Resources and Options for Introductory Lesson to capital, human and natural resources:
 - a. Watch a quick video and make a Tree Chart Thinking Map or categorizing graphic organizer of your choice. Allow students to come up with examples and descriptive words for each type of resource. [Name That Resource](#) or [this resource](#).
 - b. Read Finance for Kidz Volume 2 Resources: Human, Natural and Capital by Prakash L. Dheeriya Ph.D. Create a Tree Chart Thinking Map or categorizing graphic organizer of your choice. Allow students to come up with examples and descriptive words for each type of resource.
 - c. Follow the book or video with a classroom discussion about the types of resources in our community. Discuss how our resources may differ from other communities. Pick a contrasting community to compare New Mexico to (Hawaii, Mexico, India, China, Georgia, etc.). Talk about how our geographic location affects the types of resources available and how sharing resources between communities allows us to thrive economically and gain access to resources we wouldn't otherwise have.
 - d. Optional Extension: connect students to current events using the articles from Newsela.com and discuss how the sharing of resources affects our daily lives.
 - i. Examples of recent events that could help connect students: [U.S. ban on Russian Oil](#), [global potato shortage](#), [supply chain issues](#), [Colombian avocados in the US market](#), etc.
2. Teachers will gather, print and cut out a multitude of pictures for each type of resource. The Word Sort should focus on pictures of capital, human and natural resources available in New Mexico communities. Students will match the picture to the correct resources subtitle. Pictures of natural resources could include: water, trees, coal, copper, silver, cattle, dairy, cotton, hay, corn, chile, squash. Pictures of capital

New Mexico Instructional Scope

Social Studies Guide

resources could include: hospital, science labs, universities, military base, tractors, computers, tools, stoves. Pictures of human resources could include: scientists, doctors, nurses, teachers, police officers, fire fighters, store clerks.

3. Following the sorting process, students will answer the following prompts in sentence form:
 - a. Natural resources are _____. Some examples of natural resources include _____.
 - b. Capital resources are _____. Some examples of capital resources include _____.
 - c. Human resources are _____. Some examples of human resources include _____.
4. Optional extension activity: students will create a Bubble Map from Thinking Maps or a web graphic organizer to describe the various types of resources. Teachers can allow students to build a map of one of the three types of resources. Their descriptions of the resource should include examples of resources, descriptive words about the type of resources, and if it is shared with other communities.
5. Additional Resources for learning:
 - a. [Agriculture 101- NM](#)
 - b. [New Mexico](#)

Exemplar Student Responses

1. Answers will vary depending on the activity chosen.
2. Sort answers:

| Human resources | Natural resources | Capital resources |
|---|---|--|
| scientists, doctors, nurses, teachers, police officers, fire fighters, store clerks | water, trees, coal, copper, silver, cattle, dairy, cotton, hay, corn, chile, squash | hospital, science labs, universities, military base, tractors, computers, tools, stoves. |

3. Exemplar prompt responses may look like:
 - a. Natural resources are resources that can be found on Earth and used by humans. Some examples of natural resources include water, trees, coal, copper, and cotton.
 - b. Capital resources are resources that are made or used to provide a service. Some examples of capital resources include plates, computers, tractors, and hospitals.
 - c. Human resources are people who provide a service. Some examples of human resources include doctors, chefs, teachers, or fire fighters.

| DOK | Blooms |
|---------|---------|
| Level 3 | Analyze |

Cross-Curricular Connections

CCSS.ELA-LITERACY.RI.2.1
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CCSS.ELA-LITERACY.RI.2.3

New Mexico Instructional Scope

Social Studies Guide

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

CCSS.ELA-LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the video and text? This video does a nice job including diverse ethnicities and genders in a variety of roles. It has very generic examples of resources. The book Finance for Kidz Volume 2 Resources: Human, Natural and Capital by Prakash L. Dheeriya Ph.D. is authored by an East Indian professor and follows an East Indian family as they explore various types of financial literacy throughout the series. 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 video includes many differing examples of types of people and roles- most notably a florist of color, a latin doctor and artist, and a female teacher. However, custodians and firefighters are all men, and both examples of human resources.

What supports are provided to teachers to identify blind spots? The video speaks in generalizations. Supplemental examples may be needed to ensure all students see themselves in ANY of the 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 video 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

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.

Question: What are some resources you've seen in your community? What are some of the ways our community helps your family?

ESR: responses will vary

Question: We have so many personal examples of resources... How do these resources affect your daily lives? Which kind of resources do you see most often in your community?

New Mexico Instructional Scope Social Studies Guide

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| <p>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 resources in our 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>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 police woman. I see wheat fields. We grow green chile in our garden.</p> <p>Examples of activities to affirm:</p> <ul style="list-style-type: none"> • Make a list of the types of resources that they see and use most frequently in their community. |
| <p style="text-align: center;">Build</p> <p style="text-align: center;"><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 style="text-align: center;">Bridge</p> <p style="text-align: center;"><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>Question: In our video, 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 others. 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>Question: We can find different types of resources everywhere we look. When you are on your way home be looking human, natural, and capital resources along your way! You might also see different types of resources on TV shows you watch or games you play. Bring back more examples to share tomorrow.</p> <p>ESR: What kinds of resources did you see last night in person, on TV, in a book, etc.</p> |
| Suggested Student Discourse | |
| Question | Method |
| <p>What resources are available in your community and what resources are obtained from neighboring communities?</p> | <p>Type: Debate Strategy: Four Corners Debate 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</p> |

New Mexico Instructional Scope Social Studies Guide

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.

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:

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 capital resources help people perform their services?
 What types of natural resources do we use in our lives?

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 resources in a visual representation.
- Offer verbal and written avenues to demonstrate mastery.

New Mexico Instructional Scope Social Studies Guide

2nd Grade Cultures and Environment

Compelling Question

Inquiry Alignment

How do maps help us understand more about where we live?

2.4. With support, construct responses to compelling questions using reasoning, examples, and relevant details.

Standards at a Glance

Theme 4: Cultures and Environment

Anchor Standard

The student demonstrates an understanding of:

Performance Standard

Therefore, the student is able to:

Geography 11. Geographic Representations and Reasoning

- 2.20. Using maps, identify and locate the United States, Canada, and Mexico as the countries that make up North America.
- 2.21. Identify and locate the bordering states to New Mexico and understand that New Mexico is in the Southwest.

Geography 12. Location, Place, and Region

- 2.22. Compare the human and physical characteristics of two regions in the United States.
- 2.23. Generate a description for their region of the United States by identifying unique features.

Geography 13. Movement, Population, and Systems

- 2.24. List at least three different waves of migration to the Western hemisphere in chronological order.

Theme 4: Cultures and Environment (*Continued*)

Anchor Standard

The student demonstrates an understanding of:


Performance Standard

Therefore, the student is able to:

Geography 14. Human-Environmental Interactions and Sustainability

- 2.25. Describe ways in which individuals and groups use or conserve natural resources.

New Mexico Instructional Scope Social Studies Guide

|  | Anchor Standard: Geography 11. Geographic Representations and Reasoning | |
|---|--|---|
| Grade | Performance Standard(s) | |
| 2 | 2.20. Using maps, identify and locate the United States, Canada, and Mexico as the countries that make up North America. 2.21. Identify and locate the bordering states to New Mexico and understand that New Mexico is in the Southwest. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> • Places and regions can be located on a map or globe. Maps represent characteristics of familiar areas. • Explorer maps, local maps, agriculture maps, parts of maps (compass rose, map key, cities, boundaries) • A globe represents Earth, and maps can be used to represent the world as well as local places or specific regions. • Location and direction (e.g., up, down, near, far, left, right, straight, back, behind, in front of, next to, between, north, south, east, west) | <ul style="list-style-type: none"> • What countries make up North America? • What states border New Mexico and what region is New Mexico located in? • How can maps be used to represent the world, local places, and specific regions? |
| | Vertical Alignment | |
| | <i>Previous Grades:</i> <ul style="list-style-type: none"> • 1.20. Explain how people interact with their physical environment in ways that may have a positive or a negative effect on natural resources. • 1.21. Explain how groups of people believe different things and live in unique ways. | <i>Future Grades:</i> <ul style="list-style-type: none"> • 3.20. Describe how technological developments in transportation and communication influence trade over time. • 3.21. Identify currency, credit, debit, and checks as the basic means of exchange in Western society. |
| | Students Who Demonstrate Understanding Can.. | Vocabulary for Teacher Development |
| <ul style="list-style-type: none"> • Students will be able to locate and identify New Mexico and its bordering states on a map. • Students will be able to locate and identify North America and its countries on a map or globe. | <p>Map - a model that uses colors, shapes and symbols to tell us about landforms, weather or the boundaries of countries.</p> <p>Compass rose - a symbol on a map that shows the cardinal directions. The cardinal directions are the main compass points—north, south, east, and west.</p> | |

New Mexico Instructional Scope

Social Studies Guide

- Students will be able to explain how to use a map in order to locate and identify a region.

Longitude - an angle from the prime meridian, measured to the east (longitudes to the west are negative). Latitudes measure an angle up from the equator (latitudes to the south are negative).

Latitude - horizontal, imaginary lines, running around parallelly and at equal distances above and below the equator.

Legend - visual explanation of the symbols used on the map.


Globe - a round model of the earth used like a map.

North America - North America is Earth's third largest continent. It is made up of the United States of America, Canada, and Mexico.


Southwest region - the states of New Mexico and Arizona and all or parts of Oklahoma, Colorado, Utah, Nevada, and Texas. Texas and Oklahoma are also part of the U.S. region called the South.

New Mexico - a state located in the southwestern region of the United States of America.


New Mexico Instructional Scope Social Studies Guide

| | | |
|---|---|--|
|  | Anchor Standard: Geography 12. Location, Place, and Region | |
| <i>Grade</i> | Performance Standard(s) | |
| 2 | 2.22. Compare the human and physical characteristics of two regions in the United States. | |
| | 2.23. Generate a description for their region of the United States by identifying unique features. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● Landforms (mountains, hills, rivers, lakes, etc.) and areas (mountains, deserts, swamps, forests, coastal areas, etc.) | <ul style="list-style-type: none"> ● What are the human and physical characteristics of two regions in the United States? ● How is the United States geography unique in different locations? ● What are the unique features of the regions in the United States? |
| | Vertical Alignment | |
| | <i>Previous Grades:</i> <ul style="list-style-type: none"> ● 1.22. Explain how student and individual identities are part of what makes each person unique and special. ● 1.23. Identify examples of producers and consumers. | <i>Future Grades:</i> <ul style="list-style-type: none"> ● 3.22. Compare currency, credit, debit, and checks in the United States to other world monetary systems. ● 3.23. Create a model to demonstrate how geographic factors influence where people settle and how some people make adaptations to the environment to make a location more suitable for settlement. |
| | Students Who Demonstrate Understanding Can.. | Vocabulary Teacher Development |
| <ul style="list-style-type: none"> ● Students will be able to compare and contrast human and physical characteristics on the United States map. ● Students will describe their region and its unique characteristics. | Human Characteristics - man made- bridges, homes, buildings. Physical Characteristics - naturally made - landforms, mountains, rivers, streams. | |

New Mexico Instructional Scope Social Studies Guide

|  | Anchor Standard: Geography 13. Movement, Population, and Systems | |
|---|---|--|
| Grade | Performance Standard(s) | |
| 2 | 2.24 List at least three different waves of migration to the Western hemisphere in chronological order. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> • First inhabitants of North America (Bering Strait) • Age of Exploration & colonization/Expansion Era/Westward Expansion (Gold Rush, Railroad) • Chinese migration, Irish migration | <ul style="list-style-type: none"> • Why and how did people originally move to North America (continent)? • Where did many settlers move from? |
| | <i>Vertical Alignment</i> | |
| | <i>Previous Grade:</i> <ul style="list-style-type: none"> • 1.24. Examine how earning money through work is related to the purchase of goods and services. | <i>Future Grades:</i> <ul style="list-style-type: none"> • 3.24. Identify and use a variety of digital and analog mapping tools to locate places. |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| <ul style="list-style-type: none"> • Students will be able to list the waves of migration to the Western Hemisphere. • Students will use a timeline to understand the waves of migration in the Western Hemisphere. | <p>Inhabitants - people who live in a place. Migration - moving from one place to another place. Colonization - when one country takes control of another country or region, establishing a settlement, or permanent part of the colony, in order to control the area and gain riches. Expansion era - the 19th-century movement of settlers into the American West, began with the Louisiana Purchase and was fueled by the Gold Rush, the Oregon Trail and a belief in "manifest destiny."</p> | |

New Mexico Instructional Scope Social Studies Guide

| | | |
|---|---|--|
|  | Anchor Standard: Geography 14. Human-Environmental Interactions and Sustainability | |
| <i>Grade</i> | Performance Standard(s) | |
| 2 | 2.25 Describe ways in which individuals and groups use or conserve natural resources. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● Examples include: water, energy (electricity, oil), hunting/population management, recycling, trash management (burn or dump) ● Examples of use and conservation of resources in current events (water crisis in Africa, food shortages, etc.) | <ul style="list-style-type: none"> ● How do large groups of people decide how to fairly use a limited amount of something? ● What if the group is really big (like a country) and there's not enough to go around? |
| | Vertical Alignment | |
| | <p><i>Previous Grades:</i></p> <ul style="list-style-type: none"> ● <i>K.25. With support, learn about current contributions of people in their main identity groups.</i> ● <i>1.24. Examine how earning money through work is related to the purchase of goods and services.</i> | <p><i>Future Grades:</i></p> <ul style="list-style-type: none"> ● <i>3.25. Explain how physical and cultural characteristics of world regions affect people and examine geographic features of various global communities that might create a need for migration or immigration using a variety of maps, photos, and other geographic representations.</i> ● <i>3.26. Identify the components of the Earth's biosystems and their makeup</i> |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| | <ul style="list-style-type: none"> ● Students will be able to compare and contrast how people and groups use and conserve natural resource. | <p>Natural resource - anything that is found in nature that can be used by living things.</p> <p>Conserve - preserving natural things from the earth that can't be replaced. For example, oil, minerals, and water.</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.

Geography 11. Geographic Representations and Reasoning

- 2.20. Using maps, identify and locate the United States, Canada, and Mexico as the countries that make up North America.
- 2.21. Identify and locate the bordering states to New Mexico and understand that New Mexico is in the Southwest.

Inquiry 26. Communicate and Critique Conclusions

- 2.4. With support, construct responses to compelling questions using reasoning, examples, and relevant details.

Sample Task #4

In this instructional task, students will locate and identify New Mexico and its bordering states (Texas, Colorado, Oklahoma, Arizona) as well as North America and its three countries (United States, Mexico, and Canada) in order to answer the essential question: How do maps help us understand more about where we live?

1. As an introductory exercise, display a variety of maps such as globes, paper maps, digital maps, maps of familiar places (zoo, mall, Balloon Fiesta, etc.). In small groups or at their tables allow students to interact with and explore the various types of maps. After a few minutes to look and talk with their table mates, bring students back to a whole group discussion in order to build out a KWL chart. On this chart students will volunteer items to go in two of the three categories: K= what I think I know, W= what I want to know. Leave the third frame/category for after the lesson as a debrief (L= what I learned). During this introduction, students will volunteer what they already know about maps, any experiences they have using or seeing maps, and share what they are still curious about.
2. Optional extension introductory activity: 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.
3. Explain to students that today they will be using maps to help them understand more about the state and country they live in.
 - a. Display a map of the United States, New Mexico, and North America.
 - i. [USA Map](#)
 - ii. [SW Region of USA](#)
 - iii. [North America Map](#)
 - b. Point out the different symbols on the map such as the compass rose, map key and the different symbol located in the map key.
 - c. Give students a challenge to decode the map. Ask for help identifying New Mexico, the Southwest Region (and what other states make up this region), and the countries that

New Mexico Instructional Scope

Social Studies Guide

make up North America. Include a discussion about the terms “neighboring states” and “neighboring countries.”

4. Read Aloud [There’s a Map on My Lap: All About Maps \(Read Aloud\)](#)
 - a. Whole group discussion and Turn and Talk with a partner. Ask: Did you see New Mexico on the map? What are New Mexico’s bordering states? What direction is Mexico? What direction is Canada?
 - b. Give students a map of the United States. Have students color New Mexico yellow and its bordering states blue. Color Canada red and Mexico Pink.
5. Debrief lesson by returning to the KWL chart and inviting students to share and reflect on their learning. Invite them to reflect on the question in short paragraph or writing prompt format: How can maps help us understand more about where we live?

Exemplar Student Responses

| K (what I think I know...) | W (what I want to know...) |
|---|---|
| <ul style="list-style-type: none"> ● I know that maps are places. ● I know that maps help us get around. ● There are four directions. ● Maps show us the world. | <ul style="list-style-type: none"> ● I want to know what the compass looking thing is. ● I want to know how many types of maps there are. ● I want to know how to use a map to get around. |

1. Answers will vary but could include:
 - a. “New Mexico is the square state.”
 - b. “The states around New Mexico are Arizona, Colorado and Texas.”
 - c. “The Southwest includes New Mexico, Arizona, Texas and Oklahoma.”
 - d. “North America is made up of Canada, the United States of America, and Mexico.”
2. Answers will vary but could include:
 - a. “The states bordering New Mexico are Arizona, Colorado and Texas.”
 - b. “Mexico is South of the United States.”
 - c. “Canada is North of the United States.”
3. ESR: “Maps can help us understand more about where we live. They help us understand what is around us. They help us get around and figure out how to go somewhere we want to go. Maps also help us understand how close we are to others and where our community is.”

| K (what I think I know...) | W (what I want to know...) | L (what I learned...) |
|---|---|---|
| <ul style="list-style-type: none"> ● I know that maps are places. ● I know that maps help us get around. ● There are four directions. ● Maps show us the world. | <ul style="list-style-type: none"> ● I want to know what the compass looking thing is. ● I want to know how many types of maps there are. ● I want to know how to use a map to get around. | <ul style="list-style-type: none"> ● I learned NM is in the Southwest. ● I learned NM’s bordering states are Arizona, Colorado, and Texas. ● I learned that North America has Mexico, Canada, and the United States in it. |

New Mexico Instructional Scope Social Studies Guide

| DOK | Blooms |
|---|--------------------|
| 3 | Understand & Apply |
| Cross-Curricular Connections | |
| <p style="text-align: center;"><u>CCSS.ELA-LITERACY.RI.2.1</u> <i>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</i></p> <p style="text-align: center;"><u>CCSS.ELA-LITERACY.RI.2.10</u> <i>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i></p> <p style="text-align: center;"><u>CCSS.ELA-LITERACY.W.2.8</u> <i>Recall information from experiences or gather information from provided sources to answer a question.</i></p> <p style="text-align: center;"><u>CCSS.ELA-LITERACY.SL.2.3</u> <i>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</i></p> | |
| Culturally and Linguistically Responsive Teaching and Learning | |
| <p>Who is represented in the text? The read aloud, <i>There's a Map on My Lap</i> introduces beginning readers to maps (city, state, world, topographic, temperature, terrain, etc.); their formats (flat, globe, atlas, puzzle); the tools we use to read them (symbols, scales, grids, compasses) The book portrays make believe Dr. Suess Characters. The maps and resources provided for students represent the state they live in and familiar places (Balloon Fiesta, zoo, bus map, etc.).</p> <p>How are those groups and individuals portrayed? The book uses pictures and diagrams to teach young students how to read maps.</p> <p>What supports are provided to teachers to identify blind spots? The text focuses on map terms and vocabulary in simple and understanding ways for kids to engage in and make real life connections with. Teachers should be sensitive that maps have historical meaning and have changed over history. Some Indigenous communities may not agree with or find current day maps illegitimate in their origin. Teachers should also consider the resources students have access to and if they have had opportunities to be places represented in the maps. Students who have not traveled in their lifetimes may need additional supports, examples, videos and other resources to help understand an abstract concept like maps.</p> <p>How is this text culturally/linguistically responsive? This book focuses on informative explanations about the key features in a map to include scale, legend, longitude, latitude, grid, and topography. It helps kids to develop understanding of their place in the world, as well as strengthen spatial reasoning skills. The use of culturally relevant places allows students to see themselves and their communities represented in maps.</p> | |

New Mexico Instructional Scope Social Studies Guide

| VABB Analysis | |
|---|---|
| Validate <i>The intentional and purposeful legitimization of the home culture and language of the student.</i> | Affirm <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>Question: What kind of maps do you have at your house? What are some of the ways your family uses maps?</p> <p>ESR: When we travel, my parents use Google Maps. When we go hiking, my dad uses a map of the forest.</p> | <p>Question: We have so many examples of maps and map features. How do maps affect our daily lives?</p> <p>ESR: Maps help us find places Maps help us know where we are.</p> |
| 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>Question: In our video, we learned about maps and all the helpful features maps have.</p> <p>ESR: Maps are important visual tools they teach us about the distance between places and the sizes and shapes of cities, states, and countries.</p> | <p>Question: We need maps in order to get from place to place. We need maps to help us learn about our state, our country, and our world. What kinds of maps have you seen in books, videos, games?</p> <p>ESR: What kinds of maps have you come across? How did you learn from them?</p> |
| Suggested Student Discourse | |
| Question | Method |
| <p>How can maps be used to represent the world, local places, and specific regions?</p> | <p>Type: Dialogue Strategy: Conver'stations A small-group dialogue strategy that gives students exposure to more of their peers' ideas and prevents the stagnation that can happen when a group doesn't happen to have the right chemistry.</p> |

New Mexico Instructional Scope

Social Studies Guide

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:

- 3.) 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.
- 4.) 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:

Vocabulary to pre-teach: compass

Think Aloud: today when we are exploring maps you will see the word compass. The compass looks like this (show visual) and helps us know the direction things are in relation to a point on the map. Review north, south, east, and west with students.

Strategies:

Universal Supports:

- Provide a sentence stem to support students written responses.
- Allow students to refer to the map throughout the lesson.

Targeted Supports:

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

New Mexico Instructional Scope
Social Studies Guide

2nd Grade Multi-identity Interactions


| Compelling Question | Inquiry Alignment |
|--|---|
| How can we celebrate what makes us unique and special? | 2.1. Explain why a compelling question is important. 2.2. Generate supporting questions related to compelling questions within a variety of social studies topics. |

Standards at a Glance


Theme 5: Multi-identity Interactions

| 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"> 2.26. Express a positive view of themselves while demonstrating respect and empathy for others. 2.27. Describe ways we are similar and different from people who share identities and people who do not. |
| Ethnic, Cultural, and Identity Studies 22. Community Equity Building | <ul style="list-style-type: none"> 2.28. Demonstrate respect for the feelings of people who are similar to or different from them. |

New Mexico Instructional Scope Social Studies Guide

| | | |
|---|--|---|
|  | Anchor Standard: Ethnic, Cultural, and Identity Studies 20. Diversity and Identity | |
| <i>Grade</i> | Performance Standard(s) | |
| 2 | 2.26. Express a positive view of themselves while demonstrating respect and empathy for others. | |
| | 2.27. Describe ways we are similar and different from people who share identities and people who do not. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● Positive self-talk ● Mood board ● Goal Setting ● Bucket books ● Mindset ● Anchor charts ● Interactive read alouds ● Acting out scenarios ● Tootles Board (positive affirmations to other people) | <ul style="list-style-type: none"> ● <i>How do you express a positive view of yourself?</i> ● <i>How do you demonstrate respect and empathy for others?</i> ● <i>How are different ideas, talents, perspectives, and cultures shared across your community?</i> ● <i>What are the ethnic and/or cultural groups represented in your classroom?</i> |
| | Vertical Alignment | |
| | <i>Previous Grades:</i> 1.21. Explain how groups of people believe different things and live in unique ways. | <i>Future Grades:</i> 3.27. Express a positive view of themselves while demonstrating respect and empathy for others. |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| | <ul style="list-style-type: none"> ● Show prosocial behavior, such as sharing, helping, and comforting others. ● Share their own identities with their peers to build relationships and break down stereotypes. | <p>Prosocial behavior - behavior through which people benefit others including helping, cooperating, comforting, sharing, and donating.</p> <p>Cultural diversity - the existence of a variety of cultural or ethnic groups within a society.</p> <p>Ethnic group - a community or population made up of people who share a common cultural background or descent.</p> <p>Cultural identity - identification with, or sense of belonging to, a particular group based on various cultural categories, including nationality, ethnicity, race, gender, and religion.</p> <p>Stereotypes- a generalized belief, true or untrue, that is used to describe a broad group of people without regard for individual identity.</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) | |
| 2 | 2.28 Demonstrate respect for the feelings of people who are similar to or different from them. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● Anchor charts ● Interactive read alouds ● Acting out scenarios ● Tootles Board (positive affirmations to other people) | <ul style="list-style-type: none"> ● <i>What activities have been introduced by different cultural groups that show the cultural diversity of your local community?</i> ● <i>What community events help promote a common community identity?</i> ● <i>How do you demonstrate respect for people who are similar to or different from you?</i> |
| | Vertical Alignment | |
| | <i>Previous Grades:</i> <i>1.22. Explain how student and individual identities are part of what makes each person unique and special.</i> | <i>Future Grades:</i> <i>3.28. Compare and contrast their cultural identity with other people and groups.</i> |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| Identify the qualities that make their classmates unique as well as the qualities they have in common. | <p>Individual identity - a person’s self-image consisting of how they perceive themselves as different from others.</p> <p>Qualities - a distinctive attribute or characteristic possessed by someone or something.</p> <p>Community - a group of people living in the same place or having a particular characteristic in common.</p> <p>Community identity - the collective identity that indicates the particularity and distinguishing features of the community.</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

- 2.26. Express a positive view of themselves while demonstrating respect and empathy for others.
- 2.27. Describe ways we are similar and different from people who share identities and people who do not.

Inquiry 23. Construct Compelling and Supporting Questions

- 2.1. Explain why a compelling question is important.
- 2.2. Generate supporting questions related to compelling questions within a variety of social studies topics.

Sample Task #5

In this instructional task, students will explore the importance and advantages that diversity brings. They will celebrate the unique and various identities that make up their classroom community.

Source: [Learning for Justice](#)

Procedure

1. Ask students: What do you think of when you hear the words difference and diversity? On chart paper, make word webs of ways people or things might feel or seem different and unique from each other. (It might be helpful to provide some examples.)
2. Ask students to challenge themselves to think about ways they have felt unique in school in the past. Have students turn and talk to their neighbor about one way they feel different, special or unique in their classroom community. Say, “Maybe you speak a language that no one else in your class speaks; maybe your family enjoys an unusual kind of food; maybe you can do something on the playground that no one else can; or maybe you have a unique pet. If you have trouble thinking of something, ask your partner to help you.”
3. Ask students to listen while the book, *It’s Okay to Be Different*, by Todd Parr, is read out loud. (Read aloud *It’s Okay to Be Different*. After every few pages, stop and talk about what the book is teaching.) Is the book silly, serious or a little of each? Can you make any personal connections to the text?
 - A. Additional resources and books about being different and unique: *I am Perfectly Designed* by Karamo Brown, *Just Ask! Be Different, Be Brave, Be You* by Sonia Sotomayor, *Red: A Crayon’s Story* by Michael Hall, *Who Do You See When You Look at Me?* By Angela Ray Rodgers, and *All Are Welcome* by Alexandra Penfold and Suzanne Kaufman

New Mexico Instructional Scope

Social Studies Guide

4. As a class, discuss why it is important to have lots of different kinds of people in a class community. (Introduce the word community if it is unfamiliar to the students.) What would be the disadvantages if everyone in the class were the same? Why do you think difference is important? Make a chart showing how various differences can contribute to a class.
5. On a jigsaw puzzle piece, write your name and use words and illustrations to represent the difference you talked about.
6. Work as a whole class to assemble the jigsaw puzzle. Use what you know about working as a community to put the puzzle together!
7. Admire your finished product: It represents the diversity of your classroom community! Your teacher will tape the pieces together and hang the puzzle in your classroom or hall so you can remember the strengths of your class community's diversity.

Applying What You've Learned

Teacher asks students to think about what they've learned about difference and diversity. Students choose one question to discuss with a classmate and then answer in their journal.

- Do you think difference and diversity are important in a community? Explain why or why not.
- What will you think about or do next time you feel different? What advice would you give to another student who was feeling this way?
- What do the words difference, diversity and community mean to you? How has your understanding of these words changed after these lessons?

Exemplar Student Responses

I think diversity and difference are important in my community because we get to hear different languages, eat different kinds of food, but we also get to share activities like birthday parties and cookouts.

Next time I feel different, I will remember that my difference makes me special and unique. There is no one else like me. I would tell another student that they are special and there is no one else like them.

Difference means things that make us unique and special. Diversity means having a lot of different people to share music, food, and languages with. Community means sharing similar things but respecting how we are different. I did not know what diversity meant and now I know. I used to think being different was a bad thing but now I see that it is special. I know there are different types of communities. My tribe is a community but my school and neighborhood are also my communities.

| DOK | Blooms |
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| 2 | Applying |

Cross-Curricular Connections

CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

New Mexico Instructional Scope

Social Studies Guide

CCSS.ELA-LITERACY.SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text? The text used as an example as well as the additional resource texts contain a variety of identities. They are comprised of various races, ethnicities, abilities, ages, and genders.

How are those groups and individuals portrayed? The underlying message of these books is to celebrate differences and identity. Because of this, the portrayals of individuals throughout these texts is in a positive and affirmative fashion.

What supports are provided to teachers to identify blind spots? Multiple books are recommended to allow a variety of identities to be represented in this activity. Including several books allows students to hear the message multiple times as well as think about all the special ways that individuals are unique. Teachers should be aware that there is not a vast representation of other languages in these texts. While they are very culturally responsive, teachers may want to find other ways to invite linguistic responsiveness into the lesson such as allowing students to build their webs or puzzle pieces with their language preferences represented.

How is this text culturally/linguistically responsive? Students develop an understanding of the importance of diversity in a community. Students who learn about different cultures and identities during their education feel more comfortable and safe with these differences later in life. This allows them to interact in a wider range of social groups and feel more confident in themselves as well as in their interactions with others. The texts used in this lesson include a variety of identities that help students see themselves in the text. Ensuring that multiple identities are present in our literature helps students to feel validated and affirmed in their classrooms.

VABB Analysis

Validate

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

Question: What are some ways in which members of your family might sometimes feel different from each other?

ESR: responses will vary.

Some members of my family might sometimes feel different because they have different skin tones--some are darker and lighter than others.

Affirm

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

Question: How does this diversity help make their family stronger?

ESR: responses will vary.

Being different can make my family stronger by helping us to appreciate how unique we all are and be more helpful and caring to each other.

New Mexico Instructional Scope Social Studies Guide

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| | Build | Bridge |
| | <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> | <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>Question: How is the diversity of your classroom similar to the diversity you see in your community?</p> <p>ESR: responses will vary.</p> <p>In my classroom, there are students who are from more than one tribe. There are students who are mixed with a native tribe and Black, White, or Hispanic. This is similar to the diversity in my community because many people are mixed with other tribes and races. We all look different but some of us speak the same language.</p> | <p>Question: What are some examples of identity being celebrated do you see in your community, on TV, or in media?</p> <p>ESR: responses will vary.</p> <p>I go to the fiesta every year with my family. I see the flamenco dancers when they perform near my house. I see my neighbors flying their pride flag every June.</p> |
| | Suggested Student Discourse | |
| | Question | Method |
| | <p>What are some ways in which members of your family might sometimes feel different from each other?</p> | <p>Type: Discussions Strategy: Kagan Cooperative Structures 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> <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 student thinking 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: difference, diversity, community</p> <p>Whole Group Discussion: What do you think of when you hear the words difference, diversity, and</p> | <p>Universal Supports: provide examples of difference, diversity, and community</p> <p>Targeted Supports: allow students to verbally respond to discussion and journal questions (take</p> | |

New Mexico Instructional Scope

Social Studies Guide

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| | <p>community? On chart paper, make word webs of ways people or things might feel or seem different from each other.</p> <p>Text-Based Questioning: Is the book silly, serious or a little of each? What personal connections to the text did you make? The story shared many ways we can be different, can you think of some other ways? What would it be like if we were all the same? What is different about you that you love about yourself?</p> | <p>dictation, use an app or extension to help students record a response).</p> |
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New Mexico Instructional Scope Social Studies Guide

2nd Grade Personal Financial Literacy

Compelling Question

How do goals help us make good decisions with our money?

Inquiry Alignment

2.4. With support, construct responses to compelling questions using reasoning, examples, and relevant details

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

- 2.29. Identify different types of jobs performed in their community.
- 2.30. Assess priorities when making financial decisions.
- 2.31. Classify financial goals as short-term or long-term.


New Mexico Instructional Scope Social Studies Guide

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|  | Anchor Standard: Economics/Personal Financial Literacy 10. Personal Financial Literacy | |
| Grade | Performance Standard(s) | |
| 2 | 2.29. Identify different types of jobs performed in their community. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● Supply and Demand for Labor ● Employment and Unemployment ● Skills vs. Interests ● Works vs. volunteer activities ● Skilled jobs ● Finding a job ● Jobs and education ● Wages and salary | <p>How can kids earn money? Why do we have to work to earn money? What types of jobs are performed in your community? What is a volunteer activity? What is a fair wage? How can education impact the quality of a job?</p> |
| | Vertical Alignment | |
| | <p><i>Previous Grades:</i></p> <p>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.</p> | <p><i>Future Grades:</i></p> <p>3.30. Examine the various ways people earn a living to meet their basic needs of food, clothing, and shelter, and how this has changed over time in various world communities.</p> |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| <ul style="list-style-type: none"> ● Recognize work as a means for obtaining money. Distinguish paid work from other activities people do. ● Assess jobs they can perform to earn money. ● Identify ways to earn money. ● Define wages and salary. ● Give examples of types of jobs in their communities. ● Explain the process of finding a job. | <p>Employment - an agreement between an individual and another entity that stipulates the responsibilities, payment terms and arrangement, rules of the workplace, and is recognized by the government.</p> <p>Unemployment - a situation when a person who is actively searching for employment is unable to find work.</p> <p>Skilled jobs - highly trained, educated, or experienced segments of the workforce that can complete more complex mental or physical tasks on the job.</p> <p>Wages - a payment usually of money for labor or services usually according to contract and on an hourly, daily, or piecework basis.</p> <p>Salary - fixed compensation paid regularly for services.</p> <p>Careers - a profession, occupation, trade or vocation.</p> <p>Jobs - a paid position of regular employment.</p> | |

New Mexico Instructional Scope Social Studies Guide

|  | Anchor Standard: Economics/Personal Financial Literacy 10. Personal Financial Literacy | |
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| Grade | Performance Standard(s) | |
| 2 | 2.30. Assess priorities when making financial decisions. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● Goal Setting ● Delayed Gratification ● Reasons to save ● Compound Interest ● Staying Within a Budget ● Cash Flow ● Income vs. Expenses ● Comparison Shopping ● Wants and Needs ● Income ● Basics of banking ● Savings and checking accounts ● Types of Financial Institutions ● Basic human needs ● Creating a Spending Plan ● Shopping basics | <ul style="list-style-type: none"> ● Why is it important to save? ● What is the difference between a want and a need? ● How can you prioritize financial goals? ● How do we become more thoughtful and responsible about how we use our money? ● What happens when people cannot have everything they want? |
| | Vertical Alignment | |
| | <p><i>Previous Grades:</i></p> <p>1.24. Examine how earning money through work is related to the purchase of goods and services.</p> | <p><i>Future Grades:</i></p> <p>3.31. Create a plan with specific steps to reach a short-term financial goal.</p> |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| <ul style="list-style-type: none"> ● Identify and evaluate saving and spending. ● Recognize a bank as a safe place to save. ● Differentiate between financial wants and needs. ● Determine various ways to save (bank, penny bank). ● Explain what it means to “invest.” ● Distinguish between saving and investing. ● Determine factors that influence consumer decisions related to money. ● Apply comparison shopping skills to purchasing decisions. | <p>Necessity - an unavoidable need, not a choice.</p> <p>Priority - something that you do or deal with first because it is more important or urgent than other things.</p> <p>Gratification - satisfaction or pleasure you feel when you get something you wanted or worked for.</p> <p>Income - the money, or amount of money, received from one’s employment.</p> <p>Expense - the money that something costs you or that you need to spend in order to do something.</p> | |

New Mexico Instructional Scope Social Studies Guide

|  | Anchor Standard: Economics/Personal Financial Literacy 10. Personal Financial Literacy | |
|--|---|--|
| <i>Grade</i> | Performance Standard(s) | |
| 2 | 2.31. Classify financial goals as short-term or long-term. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● Creating a spending plan ● Goals ● Wants vs. needs ● Housing, food, clothes etc. ● Make decisions based on information ● Explain cause and-effect relationships ● Spending log ● Shopping list ● Checking account balance ● Family budget ● Housing ● Entertainment ● Food, clothes, basic needs ● Budget: a financial plan ● Fixed vs. variable expenses | <ul style="list-style-type: none"> ● How do you decide what to do with the money you have? ● What factors influence what people buy? ● How does budgeting help consumers balance income, spending and savings goals? ● What can I do to ensure that I will be successful when making and managing money? |
| | Vertical Alignment | |
| | <i>Previous Grades:</i> 1.24. Examine how earning money through work is related to the purchase of goods and services. | <i>Future Grades:</i> 3.31. Create a plan with specific steps to reach a short-term financial goal. |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| <ul style="list-style-type: none"> ● Differentiate between financial wants and needs. Identify age appropriate financial goals ● Explain what a budget is and why it is important. Identify common household expense categories and sources of income. | Budget - a spending plan based on income and expenses. Financial goal - the personal, big-picture objectives you set for how you'll save and spend money. Goal setting - the process of identifying something that you want to accomplish and establishing measurable goals and timeframes. | |

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

- 2.30. Assess priorities when making financial decisions.
- 2.31. Classify financial goals as short-term or long-term.

Inquiry 26. Communicate and Critique Conclusions

- 2.4. With support, construct responses to compelling questions using reasoning, examples, and relevant details

New Mexico Instructional Scope Social Studies Guide

Sample Task #6

In this instructional task, students will:

- Recognize and write money amounts using dollar signs and decimal points
- Define the terms income, expense, and balance
- Understand that people must keep track of their personal finances
- Fill out a simple ledger sheet by adding and subtracting whole-dollar amount

Procedure:

1. Read aloud the book, “How the Second Grade Got \$8,205.50 to Visit the Statue of Liberty” by Nathan Zimelman
 - a. Before you read, ask the following questions: *Have you ever sold something to help raise money for your school or a scout troop or a church? What did you sell?*
 - b. Introduce the book: *Today I’m going to read you a book about a group of second graders that tried very hard to raise enough money for a visit to New York City. It’s called How the Second Grade Got \$8,205.50 to Visit the Statue of Liberty. How many of you know what the Statue of Liberty is, and where it is?*
 - c. Explain that the statue is located on an island in New York Harbor, and people come from all over the world to see it. Show them the sketch of the statue on the title page of the book. You might explain that it was given to the people of the United States by the people of France, and that it was placed in New York Harbor to welcome people who moved here from other countries. You can find more information about the statue at the [National Park Service Website](#).
2. The lesson has teachers teach the vocabulary after the reading as you ask comprehension questions and complete the whole group activity.
3. Additional questions that you can ask students to get them to connect the concepts and skills to their home, community, and larger society. These can be done using a round robin or think-pair-share discussion structure:
 - a. What are some chores or activities you do at home or in your neighborhood that might earn you some money?
 - b. What are some things that you should start saving for now and why?
 - c. What are some things your parents/family might save for?
 - d. Why is saving important for your future?
4. In the small group activity, students complete the Money Machine and Record Keeping worksheets. Second graders haven’t learned to compute decimals. Use only whole-dollar amounts as you ask students to add or subtract.

Source: [Take Charge America](#)

Additional books to expand representation for students in financial literacy: *Two of Everything* by Lily Toy Hong, *If You Made a Million* by David Schwartz, *A Chair For My Mother* by Vera Williams, *Centsibility: The Planet Girl Guide to Money* by Stacy Roderick, Ellen Warwick, and Monika Melnychuk

Exemplar Student Responses

Students correctly write the following money amounts, one at a time: 2 dollars, 10 dollars, 25 dollars, 1 dollar and 50 cents, 4 dollars and 25 cents, 5 dollars and 5 cents, 3 dollars and 7 cents. Check to make sure they place the dollar signs and decimal points correctly, and students have correctly completed the Money Machine and Record Keeping sheets.

New Mexico Instructional Scope Social Studies Guide

| | DOK | Blooms |
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| | 2 | Applying |
| | Cross-Curricular Connections | |
| | <p style="text-align: center;"><u>CCSS.ELA-LITERACY.CCRA.R.1</u> <i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i></p> <p style="text-align: center;"><u>CCSS.ELA-LITERACY.CCRA.R.2</u> <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></p> <p style="text-align: center;"><u>CCSS.ELA-LITERACY.SL.2.3</u> <i>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</i></p> <p style="text-align: center;"><u>CCSS.ELA-LITERACY.SL.2.4</u> <i>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</i></p> <p style="text-align: center;"><u>CCSS.MATH.CONTENT.2.OA.A.1</u> <i>Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</i></p> <p style="text-align: center;"><u>CCSS.MATH.CONTENT.2.NBT.B.5</u> <i>Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</i></p> <p style="text-align: center;"><u>CCSS.MATH.CONTENT.2.MD.C.8</u> <i>Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i></p> | |
| | Culturally and Linguistically Responsive Teaching and Learning | |
| | <p>Who is represented in the text? The text used in the lesson as well as the additional resource texts feature a variety of different races, ethnicities, genders, and ages. The text features children living in an urban setting doing various activities to raise money for their school trip.</p> <p>How are those groups and individuals portrayed? The text does a nice job portraying the students as intelligent, hard working and innovative in their approaches to raise money.</p> <p>What supports are provided to teachers to identify blind spots? Additional books may be used to help broaden the narrative and ensure that all students feel seen in the texts. Teachers should be sensitive to general wealth gaps and poverty that students may be experiencing outside of the classroom.</p> <p>How is this text culturally/linguistically responsive? Personal finance skills – like how to save and spend wisely – need to be taught at a young age. Teaching good financial habits now means fewer problems with debt and credit later. Students need to see themselves represented in the world of financial literacy and experience success with it to help overcome poverty and generational wealth gaps.</p> | |
| | VABB Analysis | |
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New Mexico Instructional Scope Social Studies Guide

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| | Validate <i>The intentional and purposeful legitimization of the home culture and language of the student.</i> | Affirm <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> |
| | Question: What are some chores or activities you do at home that might earn you some money? ESR: responses will vary. Some chores I do that I could get paid for are: washing dishes, taking out the trash and recycling, sweeping the floor, and putting away my laundry. | Question: What are some things that you should start saving for now and why? ESR: responses will vary. I think I could start saving money for shoes and clothes I want, a bike or skateboard, and maybe even college. |
| | 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> |
| | Question: What are some things your parents/family might save for? ESR: responses will vary. Some things that my family has saved for are vacation, house, and car. We took a vacation to Disneyland. We moved to our new house last year and we got a new car. It is bigger for all of us. | Question: Why is saving important for your future? ESR: responses will vary. Saving is important for your future because you will have money in case something bad happens like a fire or car accident. You will have money to fix your house or your car. You will have money for your visit to the hospital. Savings also helps you to prepare for your future like college. |
| | Suggested Student Discourse | |
| | Question | Method |
| Why is saving important for your future? | 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. | |

New Mexico Instructional Scope Social Studies Guide

| Multi-Layered System of Supports/Suggested Instructional Strategies | |
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| <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 student thinking 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 teach: balance, decimal point, dollar sign, expense, Income, ledger, record-keeping, treasurer, accountant</p> <p>Whole Group Discussion:</p> <ul style="list-style-type: none"> ● Who can think of a way we can watch our money? ● Do people keep all their money forever and ever, or do they sometimes spend it? ● What is new money called? ● What is the total called? ● What is the spent money called? <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> ● Did the second grade get enough money to visit the Statue of Liberty? ● Did they make most of their money from any of these jobs? Why or why not? ● How did they get most of the money they needed? | <p>Universal Supports: provide examples of balance, decimal point, dollar sign, expense, income, ledger, record-keeping, treasurer, accountant</p> <p>Targeted Supports: allow students to verbally respond to discussion and journal questions (take dictation, use Kami and students and record a response)</p> |