

New Mexico Instructional Scope Social Studies Guide

Key

	<p><i>Anchor Standard</i></p>	<p>Anchor standards, as identified by the New Mexico social studies standards, are denoted with an anchor icon. Anchor standards are broader concepts that provide continuity across the grade levels, but which are more specifically defined in the standard statement at each level. The anchor standards are not themselves designed to be assessed but to provide an organizing feature across all grade levels. Anchor standards will be color-coded to represent their strand: (1) civics and government, (2) economics, (3) geography, (4) history, (5) ethnic, cultural, and identity studies, and (6) inquiry.</p> <div data-bbox="581 596 1060 968" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <table style="width: 100%; text-align: center;"> <tr><td style="background-color: #4a7ebb; color: white; padding: 2px;">Civics and Government</td></tr> <tr><td style="background-color: #f1c232; color: white; padding: 2px;">Economics</td></tr> <tr><td style="background-color: #70ad47; color: white; padding: 2px;">Geography</td></tr> <tr><td style="background-color: #6a5acd; color: white; padding: 2px;">History</td></tr> <tr><td style="background-color: #e67e22; color: white; padding: 2px;">Ethnic, Cultural and Identity</td></tr> <tr><td style="background-color: #e74c3c; color: white; padding: 2px;">Inquiry</td></tr> </table> </div>	Civics and Government	Economics	Geography	History	Ethnic, Cultural and Identity	Inquiry
Civics and Government								
Economics								
Geography								
History								
Ethnic, Cultural and Identity								
Inquiry								
	<p><i>Priority Standard</i></p>	<p>Priority standards, as identified by practicing educators and NMPED, are highlighted in red within the document. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time. All standards should be covered during the school year, priority standards identify for teachers where to prioritize while still covering all standards throughout the year.</p>						

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3rd Grade Citizenship

Compelling Question	Inquiry Alignment
How can I be a good citizen?	3.1. Explain how a compelling question represents key ideas.

Standards at a Glance

Theme 1: Citizenship	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> 3.8. Explain how the democratic principles motivate people to migrate then and now.
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> 3.9. Explain how to be a responsible and active citizen in a democracy.

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	Anchor Standard: Civics 3. Civic Dispositions and Democratic Principles	
<i>Grade</i>	Performance Standard(s)	
3	3.8. Explain how the democratic principles motivate people to migrate then and now.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> • Why people migrate (Employment opportunities, environmental factors, educational purposes, reunite with family, escape a violent conflict). • Factors drawing people to the U.S. (American Dream, freedom of religion, freedom of speech, job opportunity, etc). • Historical U.S. migration patterns (The Great Migration, Gold Rush, Westward Expansion, etc.). 	<ul style="list-style-type: none"> • What are some reasons people migrate? • How have some events in U.S. history caused various groups to move around the country? • Why do people migrate to the United States specifically?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>K.21. Explain why and how people move from place to place within a community.</i></p> <p><i>2.10. Examine and compare the American democratic principles to neighboring countries.</i></p>	<p><i>Future Grades:</i></p> <p><i>5.10. Explain how the principles of the founding documents and the principle of liberty became unifying ideas of American democracy.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> • Explain various factors that bring people to the United States. • Describe why and where migration might occur. • Discuss how a historical event impacted decisions to migrate. 	<p>Democratic principles - basic principles which must exist in order to have a democratic government. These include, but are not limited to, civic participation, regular and fair elections, equality, and rule of law.</p> <p>Migrate - to go from one country, region, or place to another.</p>	

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	Anchor Standard: Civics 4. Roles and Responsibilities of a Civic Life	
<i>Grade</i>	Performance Standard(s)	
3	3.9. Explain how to be a responsible and active citizen in a democracy.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Actions within society that show respect for the rights of others (freedom of speech, cultural celebrations, etc). ● Responsibilities for the greater good (paying taxes, voting, being informed, following laws, etc). ● Organizing and contributing to the betterment of another group or their own group (playground trash days, raising funds, canned food drive recycling). ● Being respectful of other people and their views (debates, social contract, social/emotional topics). 	<ul style="list-style-type: none"> ● Why should citizens take individual actions to support democracy? ● How should a responsible citizen respond to differences and disagreement? ● How does being involved in my community demonstrate good citizenship?
	Vertical Alignment	
	<i>Previous Grades:</i> 2.11. Examine and understand the various qualities of leadership.	<i>Future Grades:</i> 6.33. Identify rights and responsibilities of citizens and noncitizens in civic participation within governmental systems such as monarchy, democracy, republic, and oligarchy.
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Provide examples of active and responsible citizenship. ● Respect other people in their groups and their views. ● Describe ways in which responsible citizenship benefits the wider community. 	Active citizenship - people getting involved in their local communities and democracy at all levels. Responsible citizenship - people demonstrating knowledge about their roles and responsibilities in their community at various levels. Society - the aggregate of people living together in a more or less ordered community.	

ASSESSMENT AND SAMPLE TASK GUIDE

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

Civics 4. Roles and Responsibilities of a Civic Life:

- 3.9. Explain how to be a responsible and active citizen in a democracy.

Inquiry 23. Construct Compelling and Supporting Questions:

- 3.1. Explain how a compelling question represents key ideas.

This instructional task helps students explore and develop claims around the content from theme 1:

- Why should citizens take individual actions to support democracy?

Sample Task #1

In this instructional task, students examine the impact of behaviors on the greater community. Students will discuss the responsibilities of citizenship. Students will engage with real-world examples and explain why the concept of responsibility is important for becoming a good citizen.

1. Read aloud *What If Everybody Did That?* (written by Ellen Javernick and illustrated by Colleen M. Madden) and discuss the different behaviors in the book and the consequences of the actions taken.
2. Have students work in small groups and provide each group with a different scenario written on chart paper. For example: Your parents or someone you love is driving down the road and an ambulance has their lights on but they do not move out of the way for the ambulance, someone refuses to pay taxes to support their local school, etc.
3. The students then work to identify multiple consequences for these actions, with supporting explanations, and solutions for how a responsible citizen should respond to help solve the problem.
4. Students answer: What does this show about the requirements of being a good citizen?
5. Students present their information and answers to the other students in the class.

Exemplar Student Responses

1. Student responses will identify and explain a variety of realistic consequences that could occur for a given scenario.
2. Student responses will give at least one reasonable response to the situation.
3. Student presentations will follow the English language arts standards for presentation at grade 3.
4. Exemplar student response could include:
 - Identify consequences for the actions.
 - “If everyone did not get out of the way of ambulances, people who need help would not be able to get it as quickly. Ambulances would be stuck behind other cars and sick or hurt people may get worse or die. People not getting out of the way of an

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ambulance could also cause an accident. Ambulances are allowed to go through red lights and if people did not stop there could be an accident in the middle of the intersection.”

- Solutions for how a responsible citizen could help solve the problem.
 - “Responsible citizens would pull over to the side of the road when they saw an ambulance. A responsible citizen could also try to let the other drivers know that they need to pull over by honking their horns.”
- What does this show about the requirements of being a good citizen?
 - “This shows us that being a good citizen means being willing to make sacrifices if it is necessary for the good of everyone. Most people do not want to go slower and stop, but doing that helps make sure that people who need help can get it. It also shows that responsible citizens need to pay attention to what is happening around them. If they do not pay attention they may not be able to do the right thing, like pull over for an ambulance.”

DOK

Blooms

3

Evaluating

Cross-Curricular Connections

Writing

CCSS.ELA-LITERACY.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Presentation of Knowledge and Ideas

CCSS.ELA-LITERACY.SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text? The text portrays students and a variety of community members of all ages of different ethnicities and in a variety of settings.

How are those groups and individuals portrayed? The individuals are portrayed in a variety of settings that are community related and the individuals consist of people of different ages.

- One of the scenarios displays a child in a vehicle in which he throws out his soda can and a police officer has pulled them over and asks the child, “What if everybody did that?”. The opposite page shows an example of vehicles traveling down a highway in which various containers are being thrown out and the area is littered with a lot of trash with animals among the debris.
- Another scenario shows a student standing up in a school bus to get a better view of the fire truck passing by and the bus driver asks the child, “What if everybody did that?”. The opposite page shows the school bus tipping to one side.

Does the text provoke critical questions about cultural and linguistic diversity, especially within

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marginalized communities? The text provides opportunities for critical questions to be addressed in a variety of community settings. For example, there is a scenario in which the child is blowing a straw in an Italian restaurant and the waitress asks the child, “What if everybody did that?”. The teacher can pose a question such as, “How would you react to someone blowing straws towards your table while you are trying to eat with your family?”

What supports are provided to teachers to identify blind spots? The text speaks in generalizations. Teachers will need to provide support to help students understand more details about the impacts discussed by the texts.

How is this text culturally/linguistically responsive? The text is culturally and linguistically responsive because there are a variety of scenarios in which the students can relate to in their communities.

VABB Analysis

Validate	Affirm
<i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i>
<p>What are some rules you must obey as part of your family? Why are these rules important?</p> <p>ESR: Students’ answers will vary depending on their family dynamics and the kinds of rules that are set forth in their homes. Sample responses may include:</p> <ul style="list-style-type: none"> ● Bedtimes ● Chores ● Household restrictions (sweets, screentime) 	<p>Who are the characters throughout the story that pose the question to the little boy? How different are these people from one another?</p> <p>ESR: The story has many different people asking the same question. It shows that all people can be hurt when people in society act without thinking about others.</p>
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>Are there other rules that should be followed that are not in our story?</p> <p>ESR: Students should note other rules they are aware of that benefit people around them. Students should discuss laws and rules for their classroom community.</p>	<p>What can you do to help make sure your actions help society?</p> <p>ESR: Students’ responses will vary depending on their level of awareness of community needs and standards.</p>

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	<ul style="list-style-type: none"> • “I can follow the rules.” • “I can try to help people who need it.” • “I can pay attention to things that are not right and work to fix them.”
Suggested Student Discourse	
Question	Method
<p>How does being involved in my community demonstrate good citizenship?</p>	<p>Type: Discussion Strategy: The Snowball Discussion Also known as a pyramid discussion, this strategy allows students to begin in pairs, responding to a prompt with their partner. After each partner has shared their ideas, the pair joins another pair, creating a group of four. Pairs share their ideas with the pair they just joined. Next, groups of four join together to form groups of eight, and so on, until the whole class is joined up in one large discussion.</p>
Multi-Layered System of Supports/Suggested Instructional Strategies	
<p>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p> <ol style="list-style-type: none"> 1.) Identify vocabulary words to pre-teach: <ul style="list-style-type: none"> • Vocabulary are words that are more likely to appear in text than speech. • Choose words that are <u>not</u> implicitly or explicitly defined within the text. 2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure. 	
Instructional Supports:	
Vocabulary/Text-Based Questioning:	Strategies:
<p>Vocabulary to pre-teach: society, citizen, responsible citizens, consequence</p> <p>Text Based Questioning:</p> <ul style="list-style-type: none"> • What are some examples from our story of rules not being followed? • How does breaking a law or rule affect our community? • How can you figure out the consequences of an action? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> • Read aloud the text to all students to ensure understanding throughout the text. • Provide a graphic organizer for creating answers to scenarios. <p>Targeted Supports:</p> <ul style="list-style-type: none"> • Utilize sentence stems to help support students in their writing. For example: <ul style="list-style-type: none"> ○ A responsible citizen would _____ because _____. ○ If everyone did _____ then _____.

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		<p>the consequence would be _____.</p> <ul style="list-style-type: none">○ These are the consequences because _____.● Provide opportunities to use illustrations or verbal avenues to demonstrate mastery.	
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3rd Grade Global Immigration and Migration

Compelling Question

Inquiry Alignment

What made my community the way it is?

3.4. Cite evidence that supports a response to supporting or compelling questions.

Standards at a Glance

Theme 2: Global Immigration and Migration

Anchor Standard

The student demonstrates an understanding of:

Performance Standard

Therefore, the student is able to:

Geography 13. Movement, Population, and Systems

- 3.10. Evaluate the reasons for migration and immigration and the effects on people, culture, and ideas in world communities.
- 3.11. Analyze how human settlement and movement impact diverse groups of people.
- 3.12. Analyze the movement of Indigenous groups, including the removal and return of Indigenous people throughout New Mexico and the United States.

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

- 3.13. Explain how world events impact New Mexico and the United States, both in the past and present.

History 17. Historical Thinking

- 3.14. Use a timeline to analyze connections among historical events, including how human settlement and movement impacted diverse groups of people.

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	Anchor Standard: Geography 13. Movement, Population, and Systems	
Grade	Performance Standard(s)	
3	<p>3.10. Evaluate the reasons for migration and immigration and the effects on people, culture, and ideas in world communities.</p> <p>3.11. Analyze how human settlement and movement impact diverse groups of people.</p> <p>3.12. Analyze the movement of Indigenous groups, including the removal and return of Indigenous people throughout New Mexico and the United States.</p>	
	Sample Concept/Content	Supporting Questions
<ul style="list-style-type: none"> ● How world communities are impacted by migration (refugees, economic exchange, cultural expansion). ● Spanish and Indigenous influence on New Mexico culture (traditions, food, communities, values). ● Reasons for the exploration of North America (religious, economic, political). ● Important events in U.S. expansion (Louisiana Purchase, Lewis and Clark expedition, treaties with American Indians, Homestead Act, the Trail of Tears, California Gold Rush, The Great Migration). ● Positive and negative impacts both for those who move and for those already present in the areas to which migrations occur (modern workers may choose to move to urban areas to seek greater economic opportunity and refugees fleeing conflict might cross national borders to seek safety and stability). ● Indigenous groups occupied New Mexico in the past and present ● Forced relocation and impact. 	<ul style="list-style-type: none"> ● How did immigrants and migrants positively impact the United States and specific areas in the U.S.? ● Why do diverse groups of people settle in new areas? What impact does this have? ● Why is America considered the "Land of Opportunity"? ● How can major world events affect us nationally and locally? ● Why are some groups of people forced to move from their homes? 	
Vertical Alignment		
<p><i>Previous Grades:</i></p> <p><i>2.24. List at least three different waves of migration to the Western hemisphere in chronological order.</i></p>	<p><i>Future Grades:</i></p> <p><i>4.11. Describe the different groups of people that have settled in New Mexico throughout history and describe their contributions to New Mexico cultures.</i></p>	

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	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none">● Explain why people have moved and immigrated.● Compare the impact of movement and settlement on Indigenous groups and non-indigenous groups.● Describe how a world event causes immigration and migration for diverse groups of people.● Discuss the impacts of migration on a new area.	<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>Ethnicity - a group of people with shared culture, ancestry, religion, physical attributes.</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 go from one country, region, or place to another.</p>

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	Anchor Standard: History 15. Historical Change, Continuity, Context, and Reconciliation	
<i>Grade</i>	Performance Standard(s)	
3	3.13. Explain how world events impact New Mexico and the United States, both in the past and present.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● European conflict over colonial land. ● WWII connections to New Mexico and the U.S. (code talkers, Los Alamos). ● The impact of new economies and trade on New Mexico and the U.S. (energy changes, tech revolution). ● Covid-19 pandemic connections to New Mexico and the U.S. (impact on Native Cultures). 	<ul style="list-style-type: none"> ● How did the European conflict impact Indigenous cultures in New Mexico? ● What role did New Mexico play in WWII? How did this impact New Mexico, its people, and its economy? ● How have recent world events impacted New Mexico?
	Vertical Alignment	
	<i>Previous Grades:</i> 1.13. Investigate significant events, people, and observances in history and discuss their effects on local and national communities.	<i>Future Grades:</i> 4.11. Describe the different groups of people that have settled in New Mexico throughout history and describe their contributions to New Mexico cultures. 5.13. Examine history from the perspectives of the participants using a variety of narratives.
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Describe the various impacts of world events on New Mexico across different eras. ● Compare the impact of the same event on New Mexico and the U.S. ● Explain how New Mexico has adapted to changes over time. 	Colonization - the action or process of settling among and establishing control over the Indigenous people of an area. 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.

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	Anchor Standard: History 17. Historical Thinking	
<i>Grade</i>	Performance Standard(s)	
3	3.14. Use a timeline to analyze connections among historical events, including how human settlement and movement impacted diverse groups of people.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> • How to create, use, and analyze a timeline. • Colonial occupation, revolution, nation-building. • U.S. expansion including settlement in New Mexico and the west. • The relocation and establishment of reservations of the Native American tribes. • Industrial Revolution, Great Depression, and WWII. • Post wars and Civil Rights Movement. 	<ul style="list-style-type: none"> • How does a timeline show the concept of change over time? • How can a timeline help me understand human settlement and impact of diverse groups? • How does a timeline help me connect historical events?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>2.24. List at least three different waves of migration to the Western hemisphere in chronological order.</p>	<p><i>Future Grades:</i></p> <p>4.13. Create a timeline that depicts events and the changes in New Mexico during a selected time period.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> • Create a timeline to analyze connections among historical events, including how human settlement and movement impacted diverse groups of people. • Explain the reasons for events inclusion or exclusion on a timeline. 	<p>Colonization - the action or process of settling among and establishing control over the Indigenous people of an area.</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>	

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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.

List standards alignment and details about task/assessment here.

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

- 3.13. Explain how world events impact New Mexico and the United States, both in the past and present.

Inquiry 25. Develop Claims:

- 3.4. Cite evidence that supports a response to supporting or compelling questions.

This instructional task helps students explore and develop claims around the content from theme 2:

- What role did New Mexico play in WWII? How did this impact New Mexico, its people, and its economy?

Sample Task #2

In this instructional task, students will investigate and analyze the role New Mexico had in WWII and the impact WWII had on New Mexican populations. Students will conduct research and include primary source perspective in a written analysis of New Mexico's history in World War II.

1. Students will research, along with teacher support, the resources below. Take the time to focus on the point of view of persons involved (residents of Los Alamos, Navajo Code Talker, etc.).
 - [Atomic Heritage Foundation](#)
 - [Atomic Museum](#)
 - [Role of New Mexico in WWII](#)
 - [Navajo Code Talkers](#)
2. Primary Source Analysis: Have students, with teacher support, analyze primary resources to better understand the perspective of people in that time, using one of the documents below to guide and support their analysis.
 - [Analyzing a photo](#)
 - [Analyzing a document](#)
 - [New Mexico Primary sources](#)
3. Write about New Mexico's role in World War II emphasizing the perspective of at least one group impacted by it (New Mexico citizen, Manhattan project worker, soldier, Indigenous population). Students will support their writing with at least one primary source perspective.

Exemplar Student Responses

1. Student responses will identify and explain the roles New Mexico had during World War II.
2. Student responses will give a detailed response about the impact on a specific group in New Mexico.

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3. Students will support their writing with research and present it following English language arts standards for grade 3.
4. Exemplar student response could include:
 - Roles in World War II
 - “One of New Mexico’s most important roles in World War II was the Manhattan Project. The Manhattan Project was where scientists developed the first atomic bomb ...”
 - Impact on a specific group of people
 - “The local residents of Los Alamos were asked to work as day workers on the Manhattan project. They often could not speak the same language as the people in charge and had to work without talking. The project changed the economy and costumes of the area by ...”
 - Integration of primary source
 - “Sometimes the government took over things in the area. The government sent a letter to close the Los Alamos Ranch School. The project was secret so the school could not even tell people why it was closing ...”

DOK	Blooms
3	Evaluate

Cross-Curricular Connections

Writing

CCSS.ELA-LITERACY.RI.3.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text? The texts portray Navajoans, Puebloans, Hispanos, and European cultures around New Mexico, historically. They discuss Indigenous cultures and New Mexicans contributions to World War II. An understanding of the impact of World War II on New Mexico connects the content relative to the world.

How are those groups and individuals portrayed? The websites show how Navajoans helped with code talking, the Puebloans, Hispanos, and European cultures all contributed to the success of the Manhattan Project. The portrayal includes primary sources to show the impact of World War II.

Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities? Through discussing the drafting of Navajo Code Talkers, students can better understand how Indigenous cultures have been treated throughout history. This discussion can include the pros and cons and should include different perspectives depending on your class makeup.

What supports are provided to teachers to identify blind spots? Teachers will need to provide support to help students understand more details about the impacts discussed by the texts, such as, “Were the

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Puebloans, Hispanos, and European cultures that contributed to the Manhattan Project forced, invited or unknowingly participated in this project?” Connections can be made to the ways different peoples experienced the effects of WW2.

How is this text culturally/linguistically responsive? The websites are informational and include primary sources of actual persons involved. Because the primary sources show first hand thoughts, opinions and experiences of all people involved we get the perspective of each subpopulation involved.

VABB Analysis

Validate	Affirm
<i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i>
<p>How was your family impacted by World War II?</p> <p>ESR: Students’ answers will vary based upon their experiences and background.</p> <ul style="list-style-type: none"> ● “My great-grandpa served and died.” ● “My great-grandparents moved to Los Alamos.” ● “My great uncle was drafted as a Navajo Code Talker.” ● “Because of rationing my family ...” ● “My family was living in a different country and they were impacted by ...” 	<p>How does the text show people who helped with World War II in ways that are not often discussed?</p> <p>ESR: The text shows how Navajos were drafted to be Code Talkers. It also showed how the Manhattan Project created the whole secret town of Los Alamos.</p>
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>What do you want to learn about your family's experiences with World War II?</p> <p>ESR: My grandparents helped create the atomic bomb which helped stop the war.</p>	<p>How do our family histories help create our personal present?</p> <p>ESR: Students’ answers will vary based on the community they live in, their experiences, and their background, but an answer should acknowledge that each person’s ancestors contributed to the world we live in today.</p>

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Suggested Student Discourse

Question	Method
<p>Why do diverse groups of people settle in new areas?</p>	<p>Type: Dialogue Strategy: Inner-Outer Circle A dialogue that gives students a chance to talk in the inner circle and act as focused listeners to provide peer feedback on conversational skills/behaviors in the outer circle; This type of dialogue gives students the opportunity to respond to questions and/or discuss information with a variety of peers in a structured manner.</p>

Multi-Layered System of Supports/Suggested Instructional Strategies

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

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

Instructional Supports:

Vocabulary/Text-Based Questioning:	Strategies:
<p>Vocabulary to pre-teach: analyze, connections, primary source.</p> <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> ● What was the Manhattan Project? ● What is a Code Talker? ● What were some things rationed and why? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Provide links to all of the readings in the Google classroom. ● Provide the option for hard copies for every student based on reading ability or access to technology. ● Provide annotations for written primary sources. <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Provide sentence stems to help students construct a framework for their response. ● Provide guided notes for researching sites. ● Provide teacher examples of analyzing documents and writing exemplars.

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3rd Grade Global Issues and Events

Compelling Question

How are the things that I buy impacted by events around the world?

Inquiry Alignment

3.5. Construct responses to compelling questions using reasoning, examples, and relevant details.

Standards at a Glance

Theme 3: Global Issues and Events

Anchor Standard

The student demonstrates an understanding of:

Performance Standard

Therefore, the student is able to:

Economics/Personal Financial Literacy 7. Economic Systems and Models

- 3.15. Investigate who receives the goods that are produced in various world communities.

Economics/Personal Financial Literacy 9. Global Economy

- 3.17. Explore the concepts of surplus and scarcity in relation to resources for various world communities.
- 3.18. Explore the basic economic concepts of supply and demand.
- 3.19. Explain how supply and demand influence prices and trade.
- 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.
- 3.22. Compare currency, credit, debit, and checks in the United States to other world monetary systems.

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	Anchor Standard: Economics/Personal Financial Literacy 7. Economic Systems and Models	
Grade	Performance Standard(s)	
3	3.15. Investigate who receives the goods that are produced in various world communities.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Communities around the world produce goods and provide services. For example: <ul style="list-style-type: none"> ○ Middle East: oil ○ China: manufacturing, agriculture ○ Indonesia: metal ○ United States-information, cars, energy ○ Mexico- electronics, manufacturing ○ Canada-cars, chemicals ● Exports, imports, and trade among world communities. ● Modes of transportation for goods and services (shipping, trucking, rail). 	<ul style="list-style-type: none"> ● How are goods transported to other world communities? ● What goods are produced and what services are provided within each selected world community? ● Who receives the goods that are produced and services provided in each selected world community?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>2.18. Explore how communities share resources and services with other communities.</p> <p>2.19. Investigate what resources are available in their community, how available resources differ in communities, and what resources are obtained from neighboring communities.</p>	<p><i>Future Grades:</i></p> <p>4.16. Explain how trade and industry in New Mexico is impacted by bordering economies (Mexico, Arizona, Colorado, Texas).</p> <p>4.17. Research and create a list of products, goods, and services that New Mexico imports and exports.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Identify goods and services that are used in our everyday lives. ● Discuss the ways the movement of goods and services impacts the world. ● Describe the ways different countries impact the economies of their neighbor and the world. 	<p>Goods - objects that can be held or touched that can satisfy people’s needs and wants.</p> <p>Services - an intangible act, which satisfies the wants or needs of consumers such as medical advice and education.</p> <p>World communities - the people or nations of the world, considered as being closely connected by modern telecommunications and as being economically, socially, and politically interdependent.</p>	

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 Grade	Anchor Standard: Economics/Personal Financial Literacy 9. Global Economy	
Performance Standard(s)		
3	3.17. Explore the concepts of surplus and scarcity in relation to resources for various world communities.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> Scarcity and its impacts for communities (gas pricing, water restrictions, food shortages, etc). Surplus and its impact on communities (inflation, stockpiling, waste). World communities seek other areas to make up for scarcity or reduce a surplus (importing more food from a new area, selling textiles to surrounding communities). 	<ul style="list-style-type: none"> Why do some areas have a surplus of a good while others have a scarcity of the same good? What are examples of specific surpluses and scarcities for given areas of the world? What happens when my area has a surplus? What about a scarcity?
	Vertical Alignment	
	<i>Previous Grades:</i> K.17. Explain what scarcity is and how scarcity affects the accessibility of goods and services.	<i>Future Grades:</i> 5.19. Using examples from the Western Hemisphere, explore and illustrate the role of scarcity historically and today.
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> Identify the differences between scarcity and surplus. Discuss the impact of natural resources on people in different parts of the world. Explain how surplus and scarcity impact the movement of goods and services around the world. 	<p>Surplus - the situation resulting when the quantity supplied exceeds that quantity demanded of a good, service, or resource.</p> <p>Scarcity - the demand for a good or service is greater than the availability of the good or service.</p> <p>Resources - all natural, human and man-made aids to the production of goods and services.</p>	

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	Anchor Standard: Economics/Personal Financial Literacy 9. Global Economy	
<i>Grade</i>	Performance Standard(s)	
3	3.18. Explore the basic economic concepts of supply and demand.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● World communities have needs, wants, and limited resources. ● Supply and demand impacts the price of goods in a market. (Mock Auction, Planning a Vacation, Weather Affecting Crops, Concert/Sports Tickets Availability). ● Supply and demand are changed by human behaviors (new trends, outdated technologies, panic buying, etc). ● Supply and demand can impact consumer behavior (sales, rising prices, etc). 	<ul style="list-style-type: none"> ● What happens when supply is high and demand is low? What happens when demand is high and supply is low? ● How do countries use resources to meet the needs of supply and demand? ● How do changes in supply or demand affect people like me?
	Vertical Alignment	
	<i>Previous Grades:</i> 2.17. Examine how consumers react to changes in the prices of goods and how this influences economic decision making and the use of money.	<i>Future Grades:</i> 5.19. Using examples from the Western Hemisphere, explore and illustrate the role of scarcity historically and today.
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Describe how the price of goods and services are impacted by change in availability. ● Explain why consumers and producers depend upon each other. ● Determine what will happen if a resource has an increase or decrease in supply. 	Resources - all natural, human, and man-made aids to the production of goods and services. Supply - the quantities of a good or service that a firm is willing and able to make available for sale at different prices. Demand - the desire and ability of individuals to purchase economic goods or services at the market price.	

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	Anchor Standard: Economics/Personal Financial Literacy 9. Global Economy		
Grade	Performance Standard(s)		
3	3.19. Explain how supply and demand influence prices and trade. 3.20. Describe how technological developments in transportation and communication influence trade over time.		
	Sample Concept/Content	Supporting Questions	
	<ul style="list-style-type: none"> World communities use human and natural resources in different ways. Technological developments in transportation and communication and impact on trade (Internet, Automobiles, Global Positioning System, Electric Cars, Space Travel). Supply and Demand impacts on trade (shortages in global supply, excesses in global supply, loss of a source for trade, increases/decreases in world desire for product). 	<ul style="list-style-type: none"> How do changes in supply or demand in one area influence trade? How have technological developments in transportation and communication influenced trade over time? How does global trade impact the things my family buys? 	
	Vertical Alignment		
	<i>Previous Grades:</i> 2.17. Examine how consumers react to changes in the prices of goods and how this influences economic decision making and the use of money.	<i>Future Grades:</i> 5.22. Examine products that are imported and exported into markets within the United States based on demand for these products, noting how this affects the U.S. economy.	
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development	
	<ul style="list-style-type: none"> Explain why some goods are made locally, some elsewhere in the country, and some in other countries. Describe how technology/communication impact price in a marketplace. Demonstrate how the types of resources that are used in trading between world communities are impacted by supply and demand. Describe why some jobs and services have changed over time. 	Resources - all natural, human and man-made aids to the production of goods and services. Supply - the quantities of a good or service that a firm is willing and able to make available for sale at different prices. Demand - the desire and ability of individuals to purchase economic goods or services at the market price. Trade - exchanging goods and services with people for other goods and services or for money.	

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 Grade	Anchor Standard: Economics/Personal Financial Literacy 9. Global Economy	
Performance Standard(s)		
3	3.21. Identify currency, credit, debit, and checks as the basic means of exchange in Western society. 3.22. Compare currency, credit, debit, and checks in the United States to other world monetary systems.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Currency use and differences between currencies (exchange rates, currency substitution, stability differences in currencies). ● Differences between checking accounts, debit cards, and credit cards (fees, ease of use, limits, availability, etc). ● Impacts of using different types of currency (credit history/rating, extra costs, etc). 	<ul style="list-style-type: none"> ● Why do different countries have different currencies? ● How does using credit versus other forms of payment affect consumers and producers? ● How does currency impact trade between countries?
	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> 4.27. Establish the purpose of banks and how they work. 4.28. Explain what a checking and savings account are used for.
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Explain why most countries create their own currency for use as money. ● Explain the differences between credit and debit. ● Compare different monetary systems around the world. 	Currency - paper money with a specified value, issued by the government or a central bank. Credit - any agreement where one party borrows money from a second party with the promise to pay the amount back with interest. Debit - a payment made, or a payment owed.	

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 7. Economic Systems and Models.

- 3.15. Investigate who receives the goods produced in various world communities.
- 3.17. Explore the concepts of scarcity in relation to resources for various world communities.

Inquiry 23. Construct Compelling and Supporting Questions.

- 3.2. Use supporting questions to help answer the compelling question in an inquiry.

This instructional task helps students explore and develop claims around the content from theme 3:

- How are the things that I buy affected by events around the world?
- Who receives the goods that are produced and services provided in each selected world community?

Sample Task #3

In this instructional task, students will investigate the origin of different everyday items and explore the impact of changes on different areas of the globe. Students will examine how items they recognize are dependent on economies around the world and critically evaluate how this impacts their life.

1. Students will read along with the teacher support (explain interrelated, structure, and reality). Dr. Martin Luther King Jr.'s famous quote:

“And before you finish eating breakfast in the morning, you’ve depended upon more than half the world. This is the way our universe is structured. We aren’t going to have peace on earth until we recognize this basic fact of the interrelated structure of reality.” - 1967, Massey Lecture #5, “Christmas Sermon on Peace”

2. Ask students what they think this means.
3. Students will receive a packet with a list of common daily items they may use and their origins, a world political map, and reading [effects of economic globalization](#). Students will identify the items they use in the morning and what countries help make them.
4. Students write a 1-3 paragraph answer to: Do you agree with Martin Luther King’s quote? Explain. What would happen if one of the countries had issues of war, famine (teacher defined), or natural disaster? How does this impact other parts of the world?

Exemplar Student Responses

1. Student responses will explain ways their lives and others are reliant on people across the world, with supporting examples.
2. A discussion of the impact issues in a producing country have on the either:

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- Limited availability of items in consuming countries.
- OR increased price of items in consuming countries.
- 3. An analysis of the ways global trade impacts different groups in unique ways.
- 4. Students will support their writing with research and present it following English language arts standards for grade 3.
- 5. Exemplar student response could include:
 - Explanation of ways their lives are reliant on people across the world
 - “Many things that help me and my family come from other countries. Every morning my mom drinks coffee before waking me up. This comes from somewhere in Africa or Central America. We drive a car from Japan which needs gas that may be from the Middle East ...”
 - Discussion of the impact of issues in producing countries
 - “When something goes wrong in another country it can make it harder for my family to get things it uses. For example, the war in the Ukraine has made it so there is less oil for the world. This means gas is very expensive, and my family cannot drive to as many places ...”
 - Analysis of the ways global trade impacts different groups in unique ways.
 - “Not everyone has the same experience because of global trade. Some parts of the world people make less money than they do here. Some groups do not have the same ability to buy goods from around the world ...”

DOK	Blooms
3	Apply

Cross-Curricular Connections

Writing

CCSS.ELA-LITERACY.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text? The texts portray different cultures around the world, both historically and currently. It discusses global actions that impact different regions disproportionately. A list of breakfast items is responsive to the cultural traditions of the classroom of learners.

How are those groups and individuals portrayed? The reading discusses some historical events that have negatively impacted regions and peoples of the world, including slavery and lower wages in developing countries. The portrayal is factual and notes these developments as undesirable impacts of a global economy.

Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities? Through discussing the disproportionate impacts of global economies, it creates questions about why economic marginalization exists.

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What supports are provided to teachers to identify blind spots? The text speaks in generalizations. Teachers will need to provide support to help students understand more details about the impacts discussed by the texts. Connections can be made to the ways different economic groups within a community receive different benefits from economic activities.

How is this text culturally/linguistically responsive? The text uses gender neutral terms (people) for all careers and peoples mentioned. The text uses examples from around the world, including noting how the silk road was an early example of globalization and how enslaved Africans were victimized by global trade.

VABB Analysis

<p style="text-align: center;">Validate</p> <p style="text-align: center;"><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p>	<p style="text-align: center;">Affirm</p> <p style="text-align: center;"><i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i></p>
<p>How is your family impacted by changes in the economy (price of goods, drought, etc)?</p> <p>ESR: Students' answers will vary based upon their experiences and background.</p> <ul style="list-style-type: none"> ● When gas is more expensive we don't drive as much. ● When there is a drought we can't water the yard. 	<p>How does the text show people who are paid or treated unfairly in work?</p> <p>ESR: The text shows how some people are paid much less money for their work. Some people are enslaved and forced to work and others work long and hard and still are not paid much at all.</p>
<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>What do you learn about the way money is divided in the world from this lesson?</p> <p>ESR Money is not divided evenly across the world. The amount someone earns does not show how good they are as people.</p>	<p>Think about people who make less money in a month than people in the U.S. make in a day. Do you see similar examples in our community? Explain how this impacts our community.</p> <p>ESR: Students' answers will vary based on the community they live in, their experiences, and their background, but an answer should acknowledge areas of economic discrepancy in their community</p>

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Suggested Student Discourse	
Question	Method
How do changes in supply or demand influence prices and trade?	<p>Type: Dialogue Strategy: Conversations: Inquiry Lesson Plan Strategy</p> <p>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>
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"> 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. Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure. 	
Instructional Supports	
Vocabulary/Text-Based Questioning:	Strategies:
<p>Vocabulary to Pre-Teach: economies, trade routes, cycle</p> <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> How was the silk road an example of globalization? Why do children in poor countries sometimes have to work? What are some benefits to globalization? What are some drawbacks to globalization? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> Provide a world map labeled with countries in the article, outlining Silk Road trade routes. <p>Targeted Supports:</p> <ul style="list-style-type: none"> Provide sentence stems to help students construct a framework for their response. Provide a document with examples of trade differences / economic differences. Provide examples of outside forces that can impact an economy (natural disasters, wars, etc), with visuals.

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3rd Grade Our Changing World

Compelling Question

How has geography influenced where and how people live?

Inquiry Alignment

3.2. Use supporting questions to help answer the compelling question in an inquiry.

Standards at a Glance

Theme 4: Our Changing World

Anchor Standard

The student demonstrates an understanding of:

Performance Standard

Therefore, the student is able to:

Geography 11. Geographic Representations and Reasoning

- 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.
- 3.24. Identify and use a variety of digital and analog mapping tools to locate places.

Geography 12. Location, Place, and Region

- 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.
- 3.26. Identify the components of the Earth's biosystems and their makeup.

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	Anchor Standard: Geography 11. Geographic Representations and Reasoning	
Grade	Performance Standard(s)	
3	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. 3.24. Identify and use a variety of digital and analog mapping tools to locate places.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> Resources that are available in an area (water, land, soil, food, minerals, etc), access issues, climate, location to other communities, transportation, etc. Each continent of the world offers its own geography, unique cultures and diverse populations, economy, resources, etc. Modification of the environment (clearing land, creation of dams, etc.) to build settlements and industry. Mapping tools of scale, compass rose (including intermediate directions), grid, symbols, and mental mapping. Cardinal directions and intermediate directions to find, locate, and map specific areas on a map. 	<ul style="list-style-type: none"> What are examples of natural geographical features that make an area easier for humans to settle in? How have humans adapted their environments to make them easier to live in? Are natural geographical features as important to the location of settlement now as they were many years ago? Explain.
	Vertical Alignment	
	<i>Previous Grades:</i> 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.	<i>Future Grades:</i> 4.19. Examine and synthesize (combine) data from at least two types of maps (physical, topographical, or Geographic thematic maps) to support a claim about the regional divisions of New Mexico and compare and contrast its Representations and diverse geography.
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> Identify important natural resources, such as oil, water, minerals, animals, etc. Describe how humans have adapted environments to meet their needs. Students can discuss the impact geography has on human communities. 	Environment - the natural world, as a whole or in a particular geographical area, especially as affected by human activity. Natural geographical features - components of the planet consisting of landforms (terrain types, bodies of water, etc) and ecosystems.	

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	Anchor Standard: Geography 12. Location, Place, and Region	
<i>Grade</i>	Performance Standard(s)	
<h1>3</h1>	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.	
	3.26. Identify the components of the Earth’s biosystems and their makeup.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Various types of maps and why they are created (political, topographical, physical, road, economic, climate). ● How different types of geographic representations (globes, maps, photographs, satellite images, etc) provide information about selected world communities. ● Immigration and emigration factors that motivated groups to move to new places (especially the U.S.). ● Geographic features of regions in the United States and throughout the world and how these features impact human settlement. 	<ul style="list-style-type: none"> ● How does our environment shape who we are? ● What are geographical features that may influence people to leave an area? What are some that may draw people to an area? ● How can I use different types of map to understand what places around the world are like?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>2.25. Describe ways in which individuals and groups use or conserve natural resources.</p>	<p><i>Future Grades:</i></p> <p>4.23. Explore how geographic factors influence locations of settlements and use of natural resources to meet the basic needs of humans.</p>
Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development	
<ul style="list-style-type: none"> ● Students can identify geographical features that make an area more or less desirable to settle in. ● Students can explain cultural reasons for which a person might want to settle in a particular area. ● Students can discuss the impact geography has on human migration. 	<p>Settlement - a place where people establish a particular area or place considered together with its inhabitants.</p> <p>Development - the process of converting land to a new purpose by constructing buildings or making use of its resources: organization in order to function effectively.</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.

Geography 11. Geographic representations and reasoning

- 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.

Inquiry 23. Construct compelling and supporting questions

- 3.2. Use supporting questions to help answer the compelling question in an inquiry.

This instructional task helps students explore and develop claims around the content from theme 4:

- How do natural geographical features impact migration and immigration?
- What are examples of natural geographical features that make an area easier for humans to settle in?
- How have humans adapted their environments to make them easier to live in?

Sample Task #4

In this instructional task, students explore the impact geography makes on human settlement through critical reasoning and decision making. Students will engage with the material through applied learning and express their knowledge through structured argument.

1. Read Aloud: E is for Enchantment by Helen Foster James.
2. Have students discuss which of the topics covered in the text relate to the geographical features or natural resources of our state.
3. Using a map of New Mexico that includes major geographical features, ask students to answer the following questions:
 - What are the major settlements of New Mexico?
 - Why would people have settled in these areas all of those years ago?
4. Students will choose a location for a new settlement with the greatest opportunity to thrive, based on available resources. Students must plot their settlement and discuss adaptations they would need to support their settlement.
5. Students will provide justification as to why they chose this area.

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Exemplar Student Responses

1. Students should note how the various terrain and ecosystems in New Mexico present different challenges and opportunities to settlers.
2. Students should discuss some historic, cultural, or pragmatic reasons people would settle in various parts of the state.
3. Exemplar student responses should include:
 - An understanding of geographical features such as the Rio Grande that would make a location more suitable for settlement.
 - A discussion of resources available and how these would be used by their settlement.
 - A discussion of adaptations necessary to meet challenges of their specific location.
 - Supported reasons for the location in which they chose to create their settlement.

DOK

3

Blooms

Analyze

Cross-Curricular Connections

Writing

CCSS.ELA-LITERACY.W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text? The people of New Mexico are presented from many cultures and times.

How are those groups and individuals portrayed? New Mexicans are presented as a diverse and vibrant group of people. The book shows the history, traditions, present and future of many of the state's cultural groups.

Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities? The book provides a simple, poetic, yet factual look at various cultural traditions and histories. The text itself does not provoke critical questions, but items in the book could be used to springboard such conversations.

What supports are provided to teachers to identify blind spots? The text gives history, information, and facts that could shed light onto less understood traditions or histories.

How is this text culturally/linguistically responsive? This text uses Spanish and English words to describe items of cultural importance to New Mexico. The text addresses many different cultures equally and with care.

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VABB Analysis

Validate	Affirm
<i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i>
<p>What items from the text that you identified as familiar?</p> <p>ESR: Students' responses will vary best on location and cultural traditions. Students might recognize things like hot air balloons, storyteller dolls, ristras, etc.</p>	<p>Why does the book use Spanish and English words?</p> <p>ESR: The book uses both types of words because each language describes different things. We have many items that are Spanish in New Mexico and many that are English. Both languages have words that are important to understand our state.</p>
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>How do these things help to make New Mexico special?</p> <p>ESR: Students might discuss the unique features of our desert state, cactus, etc. Students might also discuss how the many different cultural traditions make New Mexico special.</p>	<p>How do these New Mexican items help us to better understand the landscape of our state?</p> <p>ESR: Students may discuss the desert climate, the plants and animals specific to that climate and the adaptations that we have made to live here. Students should discuss how the types of items in New Mexico have a long history of helping the people here thrive in its unique climate.</p>

Suggested Student Discourse

Question	Method
How does our environment shape who we are?	<p>Type: Discussion Strategy: Kagan Cooperative Structures Site Strategies for interaction in which students practice a variety of interpersonal functions and academic conversations to improve educational outcomes.</p>

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Multi-Layered System of Supports/Suggested Instructional Strategies

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

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

Instructional Supports:

Vocabulary/Text-Based Questioning:	Strategies:
<p>Vocabulary to pre-teach: Resources, Settlement, Development.</p> <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> ● Which of the topics covered in the text relate to the geographical features or natural resources of our state? ● How do the items in the book show ways people responded to the environment? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● State maps labeled with geographical features. ● State maps labeled with resources available. ● Description of geographical features <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Provide sentence stems to help students construct a framework for their response. ● Provide map key or legend ● Provide checklists for success criteria.

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3rd Grade Global Diversity and Identity

Compelling Question

How do my personal identities impact the way I live?

Inquiry Alignment

3.3. With support, determine the credibility of sources.

Standards at a Glance

Theme 5: Global Diversity and Identity

Anchor Standard

The student demonstrates an understanding of:

Performance Standard

Therefore, the student is able to:

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

- 3.27. Express a positive view of themselves while demonstrating respect and empathy for others.
- 3.28. Compare and contrast their cultural identity with other people and groups.

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

- 3.29. Identify the actions of people and groups who have worked throughout history to improve their community which then leads to a more equitable society.

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	Anchor Standard: Ethnic, Cultural, and Identity Studies 20. Diversity and Identity		
<i>Grade</i>	Performance Standard(s)		
3	3.27. Express a positive view of themselves while demonstrating respect and empathy for others.		
	3.28. Compare and contrast their cultural identity with other people and groups.		
	Sample Concept/Content	Supporting Questions	
	<ul style="list-style-type: none"> ● People often identify with groups based on a variety of cultural categories, including nationality, ethnicity, race, social class/socioeconomic status, gender, and religion/religious beliefs. ● Everyone has multiple identities. ● Peoples' identities are similar in some ways and different in others. ● A person's identity can consist of various personal and cultural identities. ● Role of culture in their lives and community. 	<ul style="list-style-type: none"> ● What is identity? ● What is culture? ● How are the lives of children similar and different in various global communities? 	
	Vertical Alignment		
	<p><i>Previous Grades:</i></p> <p>2.26. Express a positive view of themselves while demonstrating respect and empathy for others.</p> <p>2.27. Describe ways we are similar and different from people who share identities and people who do not.</p>	<p><i>Future Grades:</i></p> <p>4.25. Participate in inquiry of other people's lives and experiences while demonstrating respect and empathy for others.</p>	
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development	
	<ul style="list-style-type: none"> ● Communicate effectively with a range of peers and adults. ● Discuss the cultural significance of historical events. ● Describe the role of culture in their lives and their community. 	<p>Culture - deep patterns of values, beliefs, practices and traditions that have been compiled and normalized over a period of time, setting the standard for what is normal and expected.</p> <p>Individual identity - a person's self-image consisting of how they perceive themselves as different from others.</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>	

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	Anchor Standard: Ethnic, Cultural, and Identity Studies 22. Community Equity Building	
<i>Grade</i>	Performance Standard(s)	
3	3.29 Identify the actions of people and groups who have worked throughout history to improve their community which leads to a more equitable society.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Nonviolence affected and united social change movements in the 20th century. ● Examples of groups and times when people took action to change inequity in their communities (farm workers movement, civil rights movement, women’s suffrage, chicano rights movement, abolition movement, etc). ● Global issues (human rights, access to health care, starvation, etc). ● Simple social justice actions for youth. 	<ul style="list-style-type: none"> ● What does it mean for something to be equitable or inequitable? ● How have people historically attempted to challenge injustice experienced by their communities? ● How can I lead for change?
	Vertical Alignment	
	<i>Previous Grades:</i> 2.28. Demonstrate respect for the feelings of people who are similar to or different from them.	<i>Future Grades:</i> 4.26. Explain connections among historical contexts and people’s perspectives at the time.
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Explain the contributions historical figures made for the betterment of their community. ● Describe ways to positively impact their school/home community. 	Community - a group of people living in the same place or having a particular characteristic in common. Equity - assumes that all citizens have had different opportunities and experiences, and allocates the exact resources and opportunities needed to reach an equal outcome. Inequity - lack of fairness or justice.	

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 22. Community Equity Building

- 3.29. Identify the actions of people and groups who have worked throughout history to improve their community which leads to a more equitable society.

Inquiry 24. Gather and Evaluate Sources

- 3.3. With support, determine the credibility of sources.

This instructional task helps students explore and develop claims around the content from theme 5:

- How have people historically attempted to challenge injustice experienced by their communities?

Sample Task #5

In this instructional task, students investigate the changes a historical figure made to improve their community. Students will use teacher support to find and evaluate credible sources about their figure. Students will create a report detailing the impact the figure made and identifying how the historical figures' various identities influenced them into action.

1. Read Aloud: Harvesting Hope by Kathleen Krull.
2. Pose the following questions:
 - How did Cesar Chavez impact his community?
 - What actions did Cesar Chavez take to support his community?
 - What about Cesar Chavez's past and identity made him want to take action?
3. Provide students with outlets for research (books, reliable websites, etc).
4. Students will research a historical figure who was pivotal in supporting/creating change in their community.
 - Students will evaluate the credibility of each source.
 - Students will create a presentation sharing information about their lives and the impact they made on their community.
 - Students will share specific details about how their identity led them to fight for change.

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Exemplar Student Responses

1. Students should identify specific actions their historical figure took to promote change and the impacts this had on their community.
2. Students should identify at least two challenges the figure faced and how they overcame/dealt with these challenges.
3. Students should identify how the historic figures' various identities lead them to action.
4. Exemplar student responses could include:
 - Specific actions the historical figure took and how it impacted the community.
 - “Rosa Parks made the choice to sit where she was not supposed to on a bus in order to make change. She knew she was going to get arrested. Rosa Parks decided she needed to make people aware of the unfair laws for African-Americans. Her actions caused more people to get involved ...”
 - A discussion of challenges faced by the historic figure.
 - “One of the biggest challenges Rosa Parks faced was the segregation in Alabama. African-Americans were not allowed to go to many places. They had worse bathrooms, schools than white people. This is one of the reasons Rosa Parks ...”
 - A discussion of the role of identity in the call to action.
 - “One obvious way Rosa Parks’s identity led her to action, is her race made her have to face discrimination and segregation ... “

DOK

3

Blooms

Apply

Cross-Curricular Connections

Writing

CCSS.ELA-LITERACY.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text?

The text discusses migrant workers and people of hispanic origin and some obstacles they faced in work and life.

How are those groups and individuals portrayed?

These groups are represented as having a rich cultural history and strong community ties. They are also represented as marginalized people in need of a leader. The story discusses migrant workers struggles and living conditions and shows actions they engaged in to change society.

Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?

The story provokes many questions specifically around the discrimination and structural challenges faced

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by Hispanic migrant workers. The book provokes thoughts about the dignity of the poor, treatment of people with different linguistic and cultural traditions, and the efforts of marginalized communities to overcome obstacles in their path.

What supports are provided to teachers to identify blind spots?

The text tells an inspiring story with many opportunities to discuss the historic conditions that faced a marginalized community.

How is this text culturally/linguistically responsive?

This text shines a light on the issues facing undocumented and non-english speaking workers.

VABB Analysis

Validate	Affirm
<i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i>
<p>What are some things that you consider part of your culture?</p> <p>ESR: Students might consider themselves to be a part of many cultural groups. Students might identify themselves by their generation, by their gender, by their ethnicity, by their neighborhood community, etc.</p>	<p>What do you love about your culture?</p> <p>ESR: Students might identify things they love about their culture, such as food, celebrations, holidays, games, etc.</p>
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>What is one thing your classmates would enjoy learning about your culture that they are not aware of?</p> <p>ESR: Students might share a special holiday, a special dish, a type of art, a funny story, or a historical event that is specific to their culture.</p>	<p>How might we benefit from knowing more about each other's unique cultures?</p> <p>ESR: Students might share how we grow from knowing more about other people or how we can grow to appreciate new things that were introduced to us.</p>

Suggested Student Discourse

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Question	Method
<p>How are the lives of children similar and different in global communities?</p>	<p>Type: Discussion Strategy: Conversations: Inquiry Lesson Plan Strategy 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>
Multi-Layered System of Supports/Suggested Instructional Strategies	
<p>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p> <ol style="list-style-type: none"> 1.) Identify vocabulary words to pre-teach: <ul style="list-style-type: none"> ● Vocabulary are words that are more likely to appear in text than speech. ● Choose words that are <u>not</u> implicitly or explicitly defined within the text. 2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure. 	
Instructional Supports:	
Vocabulary/Text-Based Questioning:	Strategies:
<p>Vocabulary to pre-teach: migrant, harvesting, association, drought, publicity, credible Source</p> <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> ● Who was Cesar Chavez and why was it important for him to fight for migrant workers rights? ● Do you believe the migrant workers were treated unfairly? Why or why not? ● How long did it take for Cesar Chavez to impact change in his community? ● What are specific actions Cesar Chavez did to create change? What happened after each of these? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Provide research websites/guides/criteria/documents for historical figures. ● Provide checklists for determining a source's credibility. <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Provide sentence stems to help students construct a framework for their response. ● Provide a template for presentation. ● Provide checklists for success criteria.

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3rd Grade Personal Financial Literacy

Compelling Question

Inquiry Alignment

How will your future career impact your lifestyle?

3.6. Identify challenges and opportunities when taking action to address problems or issues, including predicting possible outcomes.

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

- 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.
- 3.31. Create a plan with specific steps to reach a short-term financial goal.

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	Anchor Standard: Economics/Personal Financial Literacy 10. Personal Financial Literacy	
<i>Grade</i>	Performance Standard(s)	
3	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.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Careers, career fields <ul style="list-style-type: none"> ○ Careers now obsolete (typesetter, switchboard operator) ○ Changes in the roles of different careers ○ New careers in recent years (social media manager, app developer, gig economy, sustainability manager) ○ Different careers in different parts of the world ● Differences in work loads, expectations, training, and education requirements. 	<ul style="list-style-type: none"> ● What careers are there in STEM, public service sectors, etc? ● How are jobs different now than when your parents were in 3rd grade? ● How do different careers impact the way people save and spend money?
	Vertical Alignment	
	<i>Previous Grades:</i> 2.29. Identify different types of jobs performed in their community.	<i>Future Grades:</i> 5.32. Create a way to keep track of money spent and saved.
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Explain the basics of various careers including their impact on budgets. ● Describe how to acquire a chosen career. ● Discuss how living in different eras or areas impacts career options. 	<ul style="list-style-type: none"> ● Field - a particular branch of study or sphere of activity or interest. ● Finance - the management of money. 	

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	Anchor Standard: Economics/Personal Financial Literacy 10. Personal Financial Literacy	
<i>Grade</i>	Performance Standard(s)	
3	3.31. Create a plan with specific steps to reach a short-term financial goal.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Financial goals <ul style="list-style-type: none"> ○ Short-term (monthly bills, special occasion, new purchase) ○ Long-term (saving for college, parents retirement, saving for a home) ● Family budgeting for basic needs <ul style="list-style-type: none"> ○ Expected expense categories (food, utilities, housing, transportation) ○ Contingency budgets (car repair, medical expense) ○ Savings ● Budgeting for a special purchase. 	<ul style="list-style-type: none"> ● How can you earn or save money for something you want to buy right now? ● What steps can you take to ensure you have enough money for something you want later this year (new video game coming out, concert, etc)?
	Vertical Alignment	
	<i>Previous Grades:</i> 2.30. Assess priorities when making financial decisions.	<i>Future Grades:</i> 5.32. Create a way to keep track of money spent and saved.
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Develop a budget for saving up for a personal want or need. ● Plan a monthly budget to account for family expenses. 	<ul style="list-style-type: none"> ● Field - a particular branch of study or sphere of activity or interest. ● Finance - the management of money.

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.

Personal Financial Literacy 10. Personal Financial Literacy:

- 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.

Inquiry 27. Take Informed Action

- 3.6. Identify challenges and opportunities when taking action to address problems or issues, including predicting possible outcomes.

This instructional task helps students explore and develop claims around the content from theme 6:

- What careers can support your chosen lifestyle?
- How have careers changed overtime?

Sample Task #6

In this instructional task, students will investigate and analyze current and past careers locally and worldwide. Students will utilize the information they learn to create a report discussing how they can achieve their future career plans.

1. Using the [BLS website](#) as a reference students will be provided with a list of potential careers to research.
2. Students will research a career of interest to them.
3. Students write a report on why they want this career, how they will get their chosen career, what it means to do this job, and how having this job will impact their life.
4. Students will include a discussion of the work involved in the career, skills necessary in the career, required education or training, income expectations, and why they think the career is worthwhile.

Exemplar Student Responses

1. A strong student response would include at least 5 of the following:
 - A discussion of the type of work involved in the career.
 - An explanation of how their skills/interests fit with the career.
 - An examination of the type of education and/or training necessary for the career.
 - An explanation of the type of income / life the career offers.
 - A discussion of why the work is important.
 - A discussion of what the job may be like in the future.
2. Students will support their writing with research and present it following English language arts standards for grade 3.

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DOK	Blooms
3	Analyze
Cross-Curricular Connections	
<p style="text-align: center;">Writing <u>CCSS.ELA-LITERACY.W.3.7</u> <i>Conduct short research projects that build knowledge about a topic.</i></p>	
Culturally and Linguistically Responsive Teaching and Learning	
<p>Who is represented in the text? The texts have very few pictures, but these pictures do show a variety of people. The student guided research will allow all students to see themselves in a variety of professions.</p> <p>How are those groups and individuals portrayed? The website shows all people as professionals. Each career is presented without bias and presents various career roles as desirable and honorable.</p> <p>Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities? The website does not specifically reflect or provoke questions on cultural and linguistic diversity. A teacher can pull these types of questions out through questioning about preconceptions of different career paths or cultural expectations on the types of people who stereotypically hold different careers.</p> <p>What supports are provided to teachers to identify blind spots? Teachers will need to be aware of classifying certain subgroups into certain fields, for example boys are doctors and girls are nurses. Teachers will also need to be aware of stereotypes they may hold about the respective value of various career fields, for example more highly educated professionals are more honorable.</p> <p>How is this text culturally/linguistically responsive? The websites are informational and include primary images of a variety of persons in all careers.</p>	
VABB Analysis	
<p>Validate</p> <p><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p>	<p>Affirm</p> <p><i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i></p>
<p>What careers are in your family?</p> <p>ESR: Students' answers will vary based upon their experiences and background.</p> <ul style="list-style-type: none"> ● Students should be able to list 2 or more careers with older family members. 	<p>What careers are some people surprised by from a member of your family?</p> <p>ESR: Students' answers will vary based upon their experiences and background.</p> <ul style="list-style-type: none"> ● My parents are teachers but my aunt is a doctor. ● People are surprised my uncle is a nurse.

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	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>What types of experiences do you have at home that can help you build your career?</p> <p>ESR: Students' answers will vary based on family and career choice.</p> <ul style="list-style-type: none"> I want to be an architect and my mom helps me with math and my brother helps me draw. I want to be a game designer and my grandma always gives me fantasy books which help me think of new worlds. 	<p>What can you do right now in order to have the career you would love?</p> <p>ESR: Students' answers will vary based on their career choice.</p> <ul style="list-style-type: none"> I want to be a Youtuber. In order to do that I will need to have strong technology and communication skills. I will work hard in my computer class and ELA.
	Suggested Student Discourse	
	Question	Method
	<p>How will your chosen future career impact your lifestyle and how is that different from the past?</p>	<p>Type: Discussion Strategy: Turn & 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.</p>
	Multi-Layered System of Supports/Suggested Instructional Strategies	
<p>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p> <ol style="list-style-type: none"> 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. 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. 		

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Instructional Supports:	
Vocabulary/Text-Based Questioning:	Strategies:
<p>Vocabulary to Pre-teach: occupation, labor, job outlook, necessary skills</p> <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> ● How is pay important? ● Why should you consider the job outlook? ● Why are necessary skills for the job important? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Provide teacher examples of career presentation/report. ● Graphic Organizer for creating presentation/report. <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Use district provided accessibility add-ons such as snap to read. ● Provide guided notes for research. ● Provide outline/frame of career presentation/report.