



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> <table border="1" data-bbox="581 678 1058 1052"> <tr> <td>Civics and Government</td> </tr> <tr> <td>Economics</td> </tr> <tr> <td>Geography</td> </tr> <tr> <td>History</td> </tr> <tr> <td>Ethnic, Cultural and Identity</td> </tr> <tr> <td>Inquiry</td> </tr> </table> | 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 throughout 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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4th Grade New Mexico Government Past and Present

| Compelling Question | Inquiry Alignment |
|---|---|
| <p>How do people like me influence the government, laws, and culture of the state?</p> | <p>4.4. Construct responses to compelling questions using reasoning, examples, and relevant details.</p> <p>4.6. Use deliberative and Democratic procedures to make decisions about and act on civic problems or issues in their classroom.</p> |


Standards at a Glance

| Theme 1: New Mexico Government Past and Present | |
|---|---|
| Anchor Standard <i>The student demonstrates an understanding of:</i> | Performance Standard <i>Therefore, the student is able to:</i> |
| Civics 2. Processes, Rules, and Laws | <ul style="list-style-type: none"> 4.7. Examine and evaluate the rules, laws, and authorities that keep people safe in New Mexico. |
| Civics 3. Civic Dispositions and Democratic Principles | <ul style="list-style-type: none"> 4.8. Explain how democratic principles guide local, state, and sovereign governments. 4.9. Demonstrate understanding that state symbols, holidays, traditions, and songs represent various cultural heritages, natural treasures, and the democratic values of New Mexico. |
| History 19. Power Dynamics, Leadership, and Agency | <ul style="list-style-type: none"> 4.10. Investigate how different groups have influenced the ways that state issues are viewed and resolved. |

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|  | Anchor Standard: Civics 2. Processes, Rules, and Laws | |
|---|--|--|
| <i>Grade</i> | Performance Standard(s) | |
| 4 | 4.7. Examine and evaluate the rules, laws, and authorities that keep people safe in New Mexico. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> • School safety and discipline rules. • Discussions around pertinent laws to keep people safe in your community. For example, seat belt laws, speed limits, State mandates, and bicycle helmets. • Examples of how laws impact different people. • Authorities in our communities and in our state that keep us safe. | <ul style="list-style-type: none"> • What is the difference between rules and laws? • What role do various authorities have in keeping people safe in New Mexico? • How do the laws in New Mexico help or hurt different people? • How have the laws in New Mexico changed over time? |
| | Vertical Alignment | |
| | <i>Previous Grades:</i> 3.9. Explain how to be a responsible and active citizen in a democracy. | <i>Future Grades:</i> 5.10. Explain how the principles of the founding documents and the principle of liberty became unifying ideas of American democracy. 5.11. Evaluate how the Bill of Rights shaped the rights of United States citizens. |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| | <ul style="list-style-type: none"> • Compare what kind of rules and laws keep people safe at school and in our communities in New Mexico. • Discuss whether or not every member of society, including authorities and leaders, must obey the law. • Explain the role of people of authority in our communities and state in keeping people safe. | Rule - a guideline that prepares people in a society to live and work together. Law - a set of rules, issued and enforced by a government that binds every member of society. Authorities - those that have the right to control or direct the actions of others, legitimized by law, morality, custom, or consent. |

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|  | Anchor Standard: Civics 3. Civic Dispositions and Democratic Principles | |
| <i>Grade</i> | Performance Standard(s) | |
| 4 | 4.8. Explain how democratic principles guide local, state, and sovereign governments. | |
| | 4.9. Demonstrate understanding that state symbols, holidays, traditions, and songs represent various cultural heritages, natural treasures, and the democratic values of New Mexico. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● Organization of local, state, and sovereign governments and similarities and differences among the different types of governments within New Mexico. ● Roles of citizens and leaders in the New Mexico and national government. ● State symbols, holidays, traditions and songs. <ul style="list-style-type: none"> ○ <i>Symbols:</i> Zia, Yucca, Roadrunner, chile ○ <i>Songs:</i> Land of Enchantment, Under New Mexico Skies, New Mexico, Mi Lindo Nueva México ○ <i>Traditions:</i> luminarias, biscochitos, ristras ○ <i>Holidays & Events:</i> Gathering of Nations, Balloon Fiesta, Fiestas de Taos, Roswell UFO Festival, Chile Festivals, Las Posadas, Zozobra | <ul style="list-style-type: none"> ● How are democratic principles represented in our local, state, and sovereign governments? ● What is the history and purpose of state symbols and songs? ● Why do we celebrate certain holidays and traditions in New Mexico? |
| | Vertical Alignment | |
| <p><i>Previous Grades:</i></p> <p>3.8. Explain how the democratic principles motivate people to migrate then and now</p> <p>3.9. Explain how to be a responsible and active citizen in a democracy.</p> | <p><i>Future Grades:</i></p> <p>5.8. Identify and explain the structure and function of the three branches of government and how they form the basis for our constitutional and federal republic.</p> <p>5.10. Explain how the principles of the founding documents and the principle of liberty became unifying ideas of American democracy.</p> | |

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| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
|--|---|---|
| | <ul style="list-style-type: none">• Compare the democratic principles used by local, state and tribal governments to ensure that the voice of all New Mexico citizens can be heard.• Discuss how culture and tradition are represented in governing styles.• Identify a variety of holidays and traditions celebrated in our state and evaluate the positive impacts of various traditions on New Mexico culture. | <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>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> |

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|  | Anchor Standard: History 19. Power Dynamics, Leadership, and Agency | |
| <i>Grade</i> | Performance Standard(s) | |
| 4 | 4.10. Investigate how different groups have influenced the ways that state issues are viewed and resolved. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● Examples of state issues (water rights, private/public land, mineral rights, access to resources). ● Groups who live in New Mexico and experienced competition for access to resources (Indigenous, Ancestral Puebloan, Athabaskan, Mogollon, Puebloan, Diné (Navajo), Jicarilla Apache, Mescalero Apache, Ft. Sill Apache, Hispano/Latino, Chicano, Mestizo, Genizaro, African American, Anglo). ● Social structures that help people resolve issues (family, economic systems, government institutions, educational institutions, religious institutions). | <ul style="list-style-type: none"> ● Which groups of people live in New Mexico? ● What needs do all people have in order to survive? ● What events or situations make it easier or harder for people to meet their needs? ● What influences how people view the issues that impact their lives? ● What social structures help people resolve the issues that impact their lives? |
| | Vertical Alignment | |
| | <p><i>Previous Grades:</i></p> <p>3.14. Use a timeline to analyze connections among historical events, including how human settlement and movement impacted diverse groups of people.</p> | <p><i>Future Grades:</i></p> <p>5.12. Explain how inequity throughout the history of the U.S. and its connection to conflict that arises today.</p> |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| <ul style="list-style-type: none"> ● Identify and compare different groups of people who live in New Mexico. ● Evaluate the social, political, and environmental pressures that impact how people can meet their needs. ● Examine the social and governmental structures that help people resolve the issues that impact their lives. | <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> | |

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 3. Civic Dispositions and Democratic Principles

- 4.9. Demonstrate understanding that state symbols, holidays, traditions, and songs represent various cultural heritages, natural treasures, and the democratic values of New Mexico.

Inquiry 26. Communicate and Critique Conclusions

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

Inquiry 27. Take Informed Action

- 4.6. Use deliberative and Democratic procedures to make decisions about and act on civic problems or issues in their classroom.

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

- What is the history and purpose of state symbols and songs?
- How are democratic principles used to help groups of people make decisions?

Sample Task #1

In this instructional task, students will conduct research to analyze a state symbol and then collaboratively construct a classroom symbol to represent their class using the democratic process.

1. Students will choose any state symbol and graphic representation to research.
2. In their research students will identify the history behind the symbol including origin, meaning, and other pertinent details.
3. Have students share their learning with peers in either a whole group, or small group, format.
4. Now that students understand what a seal looks like and means, break students into small groups and have them work together to create a classroom seal.
 - Include: 2-3 cultural symbols that represent the classroom
 - i. Examples: class pets, favorite sports, favorite clothing, school supplies, something that has special meaning for the class.
 - A motto for the seal
 - i. Examples: "I'm Lovin' It", "Just Do It!", "Practice Makes Perfect"
 - Include 2 colors that represent your classroom.
5. Once students have completed their sample seal they will present their seals to the class and make an argument for why their seal should be selected as the class seal. Using discourse, peers should discuss and debate which seals they like the best and why. Students should provide evidence and explanation for their opinions. Discussion norms might include:
 - Students agree to participate in the process.
 - All participants in the discussion agree to treat each other as equals.
 - Students agree to be responsive and supportive of peers, even if they don't agree.
 - Students agree to reflect and elaborate on peers' ideas.

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6. If students are struggling to make a decision, the teacher may choose to let them vote on different elements of the seals to combine into a new seal that represents the classroom.
7. Post the finished seal in the classroom, in a visible location.

The following cite could be used as a reference: [State Symbols - New Mexico](#).

Exemplar Student Responses

Research Exemplar:



The seal of New Mexico represents the Spanish, Mexican, and Native American cultural heritage of the state.

The Mexican eagle with a snake in its beak and cactus in its talons is a Mexican symbol that comes from an Aztec myth. The smaller eagle is shielded by the larger American Bald Eagle with arrows in its talons. This symbolizes the change in authority of the state from Mexico to the United States in 1861. It also depicts the protection of New Mexico history and cultural values.

The banner under the eagles says, "Crescit Eundo" is the State Motto, which means "it grows as it goes." This comes from a poem that describes how a thunderbolt gets stronger as it streaks across the sky. This suggests the state of New Mexico is expected to "grow as it goes." It was selected as a symbol of dynamic progress.

In 1912, New Mexico was admitted as a state to the Union.

Representation of New Mexico's great seal; public domain image on [Wikipedia](#).

Co-Created Seal Exemplar:



This example incorporates the chosen motto, class pets, school mascot, classroom colors, favorite sport, and view from the classroom window.

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| DOK | Blooms |
|---|---------|
| 3 | Develop |
| Cross-Curricular Connections | |
| <p style="text-align: center;">Reading <u>CCSS.ELA-LITERACY.RI.4.7</u> <i>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</i></p> <p style="text-align: center;">Writing <u>CCSS.ELA-LITERACY.W.4.4</u> <i>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</i> <u>CCSS.ELA-LITERACY.W.4.7</u> <i>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</i> <u>CCSS.ELA-LITERACY.W.4.8</u> <i>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</i></p> | |
| Culturally and Linguistically Responsive Teaching and Learning | |
| <p>Who is represented in the text? The State Symbols website provides the history behind the symbols of the State of New Mexico. For example: the New Mexico State Seal includes references to New Mexico’s origins as a colony of Mexico which was founded in Aztec lands. So, the seal portrays Spanish, Aztec and American images.</p> <p>How are those groups and individuals portrayed? The state symbols represent a variety of New Mexico cultures and the many positive contributions of people groups to an overall New Mexico identity.</p> <p>Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities? Through the inclusion of the images, songs, poetry, flora, fauna, crafts, etc. that have been selected to represent New Mexico, a wide diversity of languages and cultures prompts questions about the rich diversity of New Mexico’s communities.</p> <p>What supports are provided to teachers to identify blind spots? Each symbol is interpreted for the reader, which helps inform teachers and students about the rich diversity of New Mexico’s linguistic and cultural heritages.</p> <p>How is this text culturally/linguistically responsive? The task allows students to choose which symbol might be more meaningful to them.</p> | |

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VABB Analysis

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| Validate <i>The intentional and purposeful legitimization of the home culture and language of the student.</i> | Affirm <i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i> |
| <p>How is your classroom represented in the seal you created?</p> <p>ESR: Students' answers will vary based upon their experiences and background. Some responses may include ideas such as:</p> <ul style="list-style-type: none"> ● My classroom believes ... ● My classroom enjoys ... ● People in my room are ... | <p>How do state symbols celebrate the vast diversity of cultures in New Mexico?</p> <p>ESR: Learning about the symbols helped us understand how different cultures and heritages are represented in the state.</p> |
| Build <i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i> | Bridge <i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i> |
| <p>What did you learn about different cultures and traditions by researching the state symbols?</p> <p>ESR: We learned that our state symbols come from many different cultures. For example, the state seal has both an American and a Mexican eagle.</p> | <p>How did your class resolve disagreements during your discussion about your class symbol?</p> <p>ESR: Students' answers will vary based upon the discussion:</p> <ul style="list-style-type: none"> ● Taking a vote, compromising, trying to persuade classmates. |

Suggested Student Discourse

| Question | Method |
|---|---|
| <p>Have you noticed state symbols where you live? How are the state symbols represented in your community?</p> | <p>Type: Discussion Strategy: Round Robin Teacher: Poses a problem or question and provides think- or writing-time. Students: Take turns sharing their ideas or solutions. In Round Robin, students take turns in their teams.</p> |

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Variations:

- All-Write Round Robin - Students each record each answer on their own paper.
- All-Write Consensus - During Round Robin, after reaching a consensus, students each record each answer on their own paper.
- Timed Round Robin - Each student shares in turn for a specified time.

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

Instructional Supports

Vocabulary/Text-Based Questioning:

Vocabulary to pre-teach: state seal, slogan, origin, symbols, heritage, traditional, representation

Text-Based Questioning:

- What was the shared purpose of the group?
- What types of information can be found in a seal?

Strategies:

Universal Supports:

- Provide a graphic organizer to emphasize key ideas and relationships.
- Provide a sample response, highlighting how it meets the assignment criteria.
- Provide links to suggested and appropriate sites for student research.
- Provide exemplars for mottos and ideas for symbols.

Targeted Supports:

- Allow students the opportunity to work with a peer mentor.
- Create a word bank to help focus research and writing.
- Provide a list of “look fors” on the website.

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4th Grade Migration and Settlement in New Mexico

Compelling Question

How has migration and settlement in New Mexico changed the state?

Inquiry Alignment

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

Standards at a Glance

Theme 2: Migration and Settlement in New Mexico

Anchor Standard

The student demonstrates an understanding of:

Performance Standard

Therefore, the student is able to:

Geography 13. Movement, Population, and Systems

- 4.11. Describe the different groups of people that have settled in New Mexico throughout history and describe their contributions to New Mexico cultures.

History 16. Cause and Consequence

- 4.12. Describe the interactions between Indigenous people and European settlers including agriculture, cultural exchanges, alliances, and conflicts.


History 17. Historical Thinking

- 4.13. Create a timeline that depicts events and the changes in New Mexico during a selected time period.


History 19. Power Dynamics, Leadership, and Agency

- 4.14. Examine the changes in governance of New Mexico.


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|  | Anchor Standard: Geography 13. Movement, Population, and Systems | |
| <i>Grade</i> | Performance Standard(s) | |
| 4 | 4.11. Describe the different groups of people that have settled in New Mexico throughout history and describe their contributions to New Mexico cultures. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● Groups of people may include: Pueblo cultures, Spanish, European, Comanche, Navajo, Apache, Mexican, American. ● Explorers (Coronado, Onate, etc.). ● Patterns of immigration. ● Cultural traditions maintained today (Pueblo dances, Feast Days, Fiestas, Native languages, Spanish, artistic expressions). | <ul style="list-style-type: none"> ● What different groups of people are Indigenous to New Mexico? What are some of the contributions that each group has made to New Mexico? ● What impact did the different groups of people who explored or migrated in the region have on the settlement of New Mexico? ● What cultural traditions are a part of New Mexico and where did they come from? |
| | Vertical Alignment | |
| | <p><i>Previous Grades:</i></p> <p><i>3.12. Analyze the movement of Indigenous groups, including the removal and return of Indigenous people throughout New Mexico and the United States.</i></p> | <p><i>Future Grades:</i></p> <p><i>7.20. Analyze how groups maintain their cultural heritage and how we see this heritage through the symbols, traditions, and culture of our state.</i></p> <p><i>7.33. Connect cultural adaptations of the Pueblo, Apache, and Diné people to today.</i></p> |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| <ul style="list-style-type: none"> ● Describe the contributions of Indigenous people to New Mexico culture. ● Evaluate the impact of the different groups of explorers on the settlement of New Mexico. ● Explain how New Mexico's culture has evolved over time. | <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>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> | |


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|  | Anchor Standard: History 16. Cause and Consequence | |
| <i>Grade</i> | Performance Standard(s) | |
| 4 | 4.12. Describe the interactions between Indigenous people and European settlers including agriculture, cultural exchanges, alliances, and conflicts. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● Spanish treatment of Natives, Pueblo People, Europeans, American Government (long walk, reservations, Westward trade, Pueblo Revolt, land issues). ● Population decline in American Indian populations (i.e. disease, warfare, displacement, residential schools). ● Introduction of sheep, horses, adobe bricks, silversmithing, private property, Christianity. | <ul style="list-style-type: none"> ● What reasons did Europeans have for exploring and settling New Mexico? ● How have conflicts impacted the history of New Mexico? ● What are some positive influences of European exploration and settlement of New Mexico? ● What are some negative influences of European exploration and settlement of New Mexico? |
| | Vertical Alignment | |
| | <p><i>Previous Grades:</i></p> <p><i>3.12. Analyze the movement of Indigenous groups, including the removal and return of Indigenous people throughout New Mexico and the United States.</i></p> | <p><i>Future Grades:</i></p> <p><i>5.12. Explore the inequity throughout the history of the United States and its connection to conflict that arises today.</i></p> |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| <ul style="list-style-type: none"> ● Identify some of the new ideas, beliefs and items that European settlers introduced to the different Indigenous peoples of New Mexico. ● Evaluate how the differences between the ideas and beliefs that European settlers had and the ideas and beliefs that Indigenous peoples contributed to conflicts between the various groups. | <p>Indigenous - the original inhabitants and the descendants of a geographical region at the time when people of different cultures or ethnic origins arrived. The new arrivals later became dominant through conquest, occupation, settlement or other means.</p> | |

New Mexico Instructional Scope Social Studies Guide

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|---|---|---|
|  | Anchor Standard: Leah History 17. Historical Thinking | |
| <i>Grade</i> | Performance Standard(s) | |
| 4 | 4.13. Create a timeline that depicts events and the changes in New Mexico during a selected time period. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● Timeline of settlement in New Mexico by Indigenous people and explorers. ● Example of additions to New Mexican culture in different eras. <ul style="list-style-type: none"> ○ Groups that introduced changes ○ Additions of new traditions ○ Foods, ceremonies, rituals, etc. ● Periods: <ul style="list-style-type: none"> ○ Beginnings (Before 1630) ○ Colonization, Settlement & Communities (1630-1763) ○ Revolution & New Nation (1763-1815) ○ Expansion & Reform (1815-1876) ○ Civil War & Reconstruction (1830-1876) ○ Modern America (1871-1920) ○ World Wars (1914-1945) ○ Contemporary America (1945-Present) | <ul style="list-style-type: none"> ● What are important events in New Mexico history during a certain period of time? ● How do timelines help organize events and understand changes in New Mexico history? |
| | Vertical Alignment | |
| | <p><i>Previous Grades:</i></p> <p><i>2.14. Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local and national events.</i></p> <p><i>3.14. Use a timeline to analyze connections among historical events, including how human settlement and movement impacted diverse groups of people.</i></p> | <p><i>Future Grades:</i></p> <p><i>5.16. Create and use a chronological sequence of events and timelines to organize and analyze cause-and effect relationships.</i></p> |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| <ul style="list-style-type: none"> ● Organize information in a chronological sequence. ● Distinguish between events that happened in the past and how they relate to each other chronologically. ● Explain how New Mexico has changed over a period of time. | <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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|  | Anchor Standard: History 19. Power Dynamics, Leadership, and Agency | |
| <i>Grade</i> | Performance Standard(s) | |
| 4 | 4.14. Examine the changes in governance of New Mexico. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● The effect of settlement and major historical events on governance in New Mexico. ● Forms of government in New Mexico history (Indigenous, Spanish colonial, Mexican, U.S. territorial, statehood). ● The structure and function of contemporary New Mexico government institutions. ● Early and current Native and Pueblo government structures. | <ul style="list-style-type: none"> ● How did early native people govern themselves and choose leaders? ● How was New Mexico governed during different periods of its history? ● What is the role of the executive, legislative and judicial branches in the New Mexico state government? ● How are towns and cities governed in New Mexico? |
| | Vertical Alignment | |
| | <p><i>Previous Grades:</i></p> <p><i>3.11. Analyze how human settlement and movement impact diverse groups of people.</i></p> | <p><i>Future Grades:</i></p> <p><i>5.8. Identify and explain the structure and function of the three branches of government and how they form the basis for our constitutional and federal republic.</i></p> |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| <ul style="list-style-type: none"> ● Explain how historical events and cultural values have influenced governance in New Mexico. ● Distinguish between the roles of the executive, legislative, and judicial branches of government in New Mexico. ● Describe the structure and function of various forms of government, both past and present, in New Mexico. | <p>Federalism - the system, set up under the U.S. Constitution, which divides political power between the national government and the individual states.</p> | |

ASSESSMENT AND SAMPLE TASK GUIDE

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

History 17. Historical Thinking

- 4.13. Create a timeline that depicts events and the changes in New Mexico during a selected time period.

Inquiry 23. Construct Compelling and Supporting Questions

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

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

- What are important events in New Mexico history during a selected period of time?
- How do timelines help us organize events and understand the changes in New Mexico history?

Sample Task #2

In this instructional task, students will generate a supporting question that can be answered by the development of a timeline of a certain time period in New Mexico history. Students will organize information about people and events from the past by creating a chronology of key aspects of history. Through understanding the order of events, they will improve their ability to analyze causes and impacts.

1. Students will select a supporting question, either independently or with support, that can be answered using a timeline. Examples of supporting questions
2. Once students have chosen a question for their timeline they will research events that can be placed on the timeline. Student timelines should include:
 - The title of each event along with the date of its occurrence.
 - One typed or handwritten paragraph to describe each event.
 - An image or illustration that represents the event.
3. Examples of New Mexico Timelines can be found here: [New Mexico History Timelines](#)
4. After completing the timeline, students will explain how their information helps answer the theme's compelling question: "How has migration and settlement in New Mexico changed the state?"

Exemplar Student Responses

1. Potential supporting questions could include:
 - How long have people been living in what is now New Mexico?
 - Who was living in what is now New Mexico when the Spanish arrived?
 - Who arrived in New Mexico after the Spanish?
 - How did New Mexico change when new people arrived?
2. Student timelines should include:

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- The most relevant events in New Mexico history relevant to the question.
 - Illustrations to enhance the and support the information provided.
 - Information that gives facts to support an answer to both the supporting and compelling questions.
3. Example of student response to explanation question:
- “My timeline shows how Spanish exploration changed New Mexico. It shows the negative impacts on the Indigenous peoples. It shows changes the Spanish made to the land and items they introduced that we now consider to be part of New Mexico culture. These things show that the Spanish settlement had lasting impacts on the area of New Mexico.”

| DOK | Blooms |
|-----|--------|
| 3 | Create |

Cross-Curricular Connections

Writing

CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.4.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text or stimuli? The task is an open research project on the history of New Mexico. Most groups of people who have ever lived in New Mexico can be represented in the task. Students selection and research of a supporting question that allows them to research a culture of interest may require teacher support.

How are groups and individuals portrayed? The portrayal of individuals and groups depends on the sources provided for research. These can be both positive and negative. For example, the earliest peoples are often represented succinctly and factually. However, the term “Anasazi” is no longer used because it is a derogatory term, but it does appear in some essays. The more acceptable term is Ancestral Puebloans. Some essays about the arrival of the Spanish are written from the perspective of the Spanish.

Does the text, or stimuli, provoke critical questions about cultural and linguistic diversity, especially within marginalized communities? The resources support inquiry about the diversity among the Indigenous peoples who inhabited New Mexico and the diversity among the people who arrived in more recent time periods.

What supports are provided to teachers to identify blind spots? Teachers can refer to the glossary in the NMSS to check for updated vocabulary.

How is this text or stimuli culturally/linguistically responsive? The linked resources provide a clear and easy-to-understand chronology of which peoples were living in what is now New Mexico, which helps students appreciate the diversity of peoples.

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VABB Analysis

| Validate | Affirm |
|---|---|
| <p><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p> | <p><i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i></p> |
| <p>What do the resources reveal about students' ancestors?</p> <p>ESR: Learning about the different people who lived in what is now New Mexico helps me understand my ancestors and those of my classmates.</p> | <p>How does making timelines help you learn about your family history?</p> <p>ESR: Studying the different people who have lived in what is now New Mexico and seeing how long some groups of people have been in New Mexico helps me feel proud of how long my ancestors have been here and what they have done in the past.</p> |
| Build | Bridge |
| <p><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p> | <p><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p> |
| <p>If your parents or grandparents could add words, events, or ideas to your timeline, what would they be?</p> <p>ESR: Student answers will vary, but could include:</p> <ul style="list-style-type: none"> ● Family names. ● Important events from a family settling in their home. ● Traditional names of Pueblos (i.e., San Juan Pueblo is now Ohkay Owingeh). | <p>Think about your classmates and neighbors: What do you think is important they understand about the history of what is now New Mexico?</p> <p>ESR: Student answers will vary, but could include:</p> <ul style="list-style-type: none"> ● Events from their cultural heritage. ● An important milestone. ● The accomplishments of a personal hero in New Mexico. |

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Suggested Student Discourse

| Question | Method |
|--|--|
| <p>Think about your classmates and neighbors: What do you think is important they understand about the history of what is now New Mexico?</p> | <p>Type: Discussion Strategy: Snowball Discussion Also known as a pyramid discussion, this strategy allows students to begin in pairs, responding to a prompt with their partner. After each partner has shared their ideas, the pair joins another pair, creating a group of four. Pairs share their ideas with the pair they just joined. Next, groups of four join together to form groups of eight, and so on, until the whole class is joined up in one large discussion.</p> |

Multi-Layered System of Supports/Suggested Instructional Strategies

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

- 1.) Identify vocabulary words to pre-teach:
 - Vocabulary 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: Anasazi, Ancestral Puebloans. Region, pre-contact, colonial period</p> <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> ● Who were the Clovis People? ● When did the Folsom People flourish in this region? ● What are the Coshise People known for? ● What are the dates of the Spanish Colonial Period? ● When did the United States take control of New Mexico? | <p>Universal Supports:</p> <ul style="list-style-type: none"> ● Encourage division of long-term goals into short-term objectives. ● Use prompts or scaffolds for visualizing desired outcomes. ● Provide checklists and project planning templates for understanding the problem, setting up prioritization, sequences, and schedules of steps. <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Preview the text-based questions. ● Create a graphic organizer. ● Provide annotated or leveled researched sources. ● Provide audio sources. |

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4th Grade New Mexico Trade and Industry

Compelling Question

Inquiry Alignment

What would life in New Mexico be like without Chile?

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

Standards at a Glance

Theme 3: New Mexico Trade and Industry

Anchor Standard
The student demonstrates an understanding of:

Performance Standard
Therefore, the student is able to:

Economics/Personal Financial Literacy 5. Economic Decision Making

- 4.15. Explain the impact of using natural resources on the local, county, and state economy.


Economics/Personal Financial Literacy 7. Economic Systems and Models

- 4.16. Explain how trade and industry in New Mexico is impacted by bordering economies (Mexico, Arizona, Colorado, Texas).
- 4.17. Research and create a list of products, goods, and services that New Mexico imports and exports.


Economics/Personal Financial Literacy 8. Money and Markets

- 4.18. Explore the significance of various industries in New Mexico.


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| | | |
|---|---|--|
|  | Anchor Standard: Economics/Personal Financial Literacy 5. Economic Decision Making | |
| Grade | Performance Standard(s) | |
| 4 | 4.15. Explain the impact of using natural resources on the local, county, and state economy. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● Discuss a list of natural resources: <ul style="list-style-type: none"> ○ Oil & petroleum (Produced all over the state) ○ Coal & natural gas (San Juan & Raton Basin) ○ Uranium (Colorado plateau) ○ Water ● How natural resources contribute to the economy of communities, counties, and states (trees-homes, oil, natural gas-energy, water-agriculture). ● Explain the impacts of water and land use by farmers, industry (mining, drilling, extraction of natural gas), recreation, and national research labs. | <ul style="list-style-type: none"> ● What are some natural resources in New Mexico and where are they located? ● How do natural resources impact various locations? ● How do natural resources influence the economy in your local communities, your county and state? ● How does the use of natural resources impact the environment? |
| | Vertical Alignment | |
| | <p><i>Previous Grades:</i></p> <p>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.</p> <p>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.</p> | <p><i>Future Grades:</i></p> <p>5.21. Identify and compare the major natural resources and industries of two or more countries in Western Hemisphere.</p> |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| | <ul style="list-style-type: none"> ● Explain natural resources in New Mexico. ● Compare the differences in resources available at different locations. ● Discuss examples of the economic impact of natural resources in New Mexico. | <p>Economy - the management of the wealth and resources of a community, country, etc., especially as it relates to the production and consumption of goods.</p> |

New Mexico Instructional Scope Social Studies Guide

| | | |
|--|---|---|
|  | Anchor Standard: Economics/Personal Financial Literacy 7. Economic Systems and Models | |
| Grade | Performance Standard(s) | |
| 4 | 4.16. Explain how trade and industry in New Mexico is impacted by bordering economies (Mexico, Arizona, Colorado, Texas). | |
| | 4.17. Research and create a list of products, goods, and services that New Mexico imports and exports. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● What is New Mexico known for (Dairy Farming, Mining, Hatch Green Chile, Los Alamos National Lab, Sandia Lab, Movie & TV Production, Military Bases, Mexican border, tourism, public lands, etc.) ● List products, goods, and services that New Mexico exports (Livestock, agriculture, mining, and manufactured products). ● Discuss what we import to and from New Mexico (produce from Mexico, citrus from Arizona, beef from Texas). | <ul style="list-style-type: none"> ● What goods/services does New Mexico import? Where do these come from? ● What goods/services does New Mexico export? Where do these go? ● How are/have bordering economies contribute(d) to New Mexico's industries? |
| | Vertical Alignment | |
| | <p><i>Previous Grades:</i></p> <p>3.15. Investigate who receives the goods that are produced in various world communities.</p> <p>3.20. Describe how technological developments in transportation and communication influence trade over time.</p> | <p><i>Future Grades:</i></p> <p>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.</p> |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| <ul style="list-style-type: none"> ● Explain and model trade and industry in New Mexico. ● Compare and contrast the types of industries in New Mexico with neighboring states and Mexico. ● Diagram the influences of bordering states on New Mexico's economy and New Mexico on their economies. | <p>Services - an intangible act, which satisfies the wants or needs of consumers such as medical advice and education.</p> <p>Economy - the management of the wealth and resources of a community, country, etc., especially as it relates to the production and consumption of goods.</p> | |

New Mexico Instructional Scope Social Studies Guide

| | | |
|---|---|--|
|  | Anchor Standard: Economics/Personal Financial Literacy 8. Money and Markets | |
| <i>Grade</i> | Performance Standard(s) | |
| 4 | 4.18. Explore the significance of various industries in New Mexico. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● New Mexico regions and the industries/products connected to them (gas, coal, oil, agriculture, food and beverages, tobacco, chemicals, iron, steel, petroleum, uranium, motor vehicles, consumer durables, tourism and military). ● Introduction of livestock, Indigenous agricultural techniques (acequias, dryland farming, waffle gardens, terrace farming, seasonal arroyo farming, use of cobble mulch). ● Native plants and animals versus invasive species (Russian olive, salt Cedar, snails, Oryx). ● Geographical features that contribute to New Mexico’s industries. | <ul style="list-style-type: none"> ● What are the various industries in New Mexico? ● What regions in New Mexico provide industrial products, goods, and services? ● How do key industries influence New Mexico’s economy? |
| | Vertical Alignment | |
| | <p><i>Previous Grades:</i></p> <p>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.</p> | <p><i>Future Grades:</i></p> <p>5.21. Identify and compare the major natural resources and industries of two or more countries in Western Hemisphere.</p> <p>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.</p> |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| <ul style="list-style-type: none"> ● Create a map of the industries found in New Mexico’s regions. ● Describe the products, goods, and services that result from New Mexico’s industry. ● Discuss how geographic features contribute to New Mexico’s industries. | <p>Services - an intangible act, which satisfies the wants or needs of consumers such as medical advice and education.</p> <p>Economy - the management of the wealth and resources of a community, country, etc., especially as it relates to the production and consumption of goods.</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.

Economics/Personal Financial Literacy 8. Money and Markets

- 4.18. Explore the significance of various industries in New Mexico.

Inquiry 25. Develop Claims

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

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

- What regions in New Mexico provide industrial products, goods and services?
- How do these economical industries influence New Mexico's economy?

Sample Task #3

In this instructional task, students will conduct research to determine the importance of the green chile industry to the New Mexico economy and culture. Students will consider the compelling question: What would life in New Mexico be like without chile? Students will deliver a presentation about their findings.

1. Students explore various websites to learn more about the chile industry. Suggested sites:
 - [New Mexico True](#)
 - [Green Chile Company](#)
 - [Hatch Green Chile](#)
 - [Hatch, New Mexico](#)
2. Students can use the following questions to guide their research:
 - How long have chiles been grown in New Mexico? Where did they come from?
 - In which regions of the state are green chile grown? Why do chiles grow well in these areas?
 - When are the chiles harvested?
 - What types of chile are grown in New Mexico?
 - What is the difference between red and green chili?
 - Approximately how many acres of green chile crops are planted each year?
 - What is the value of chile production each year?
 - What other resources affect chile production in the state?
 - What is the New Mexico Chile Advertising Act? Why is it important?
 - What kind of jobs are produced by the green chile industry?
 - Find a recipe that uses New Mexico green chile.
 - Find some local events that feature New Mexico chile? Where and When are they held?
3. Students will deliver a presentation about significance of the green chile industry to the economy of New Mexico, by responding to the question: What would life in New Mexico be like without chile?
4. Additional teacher resources for teachers:
 - [USDA New Mexico 2020 Chile Production Report](#)
 - [New Mexico Chile Association](#)

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Exemplar Student Responses

1. A strong student response will:
 - Use facts and details from the research
 - Include at least 3 ways that the chile industry positively impacts the state economy, its people, and its culture and traditions.
2. Example facts may include:
 - Chile production is a \$50 million a year business which would mean less money coming into our state.
 - Communities, like Hatch are centered around chile growing and distribution.
 - The chile industry provides year-round and seasonal jobs for many people.
 - Chile festivals bring people of all cultures together in celebration.
 - Many people enjoy the taste of chile and use it traditional family recipes.
 - People travel to the state to buy and eat New Mexico grown chile.
 - Eating chile provides many health benefits.

DOK

3

Blooms

Evaluate

Cross-Curricular Connections

Reading

CCSS.ELA-LITERACY.RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Writing

CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.4.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CCSS.ELA-LITERACY.W.4.8

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text or stimuli?

The majority of the texts the students represent New Mexico's tourism and chile growing industries.

How are groups and individuals portrayed?

Chile growers have a positive impact on New Mexico's economy. It is a multi-million dollar, world-impacting business that provides a valuable product to residents and non-residents alike.

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

A vast variety of people are involved in chile growing, harvesting, and distribution. The identities of several communities, like Hatch, are centered around the industry. However, the impact of chile production is far-reaching in the state.

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What supports are provided to teachers to identify blind spots?

Most people outside of New Mexico associate chile products with “Mexican Food.” This lesson should highlight the idea that most New Mexicans, regardless of cultural heritage, enjoy chile in family recipes. In New Mexico green chili is not just food, it represents tradition.

How is this text or stimuli culturally/linguistically responsive?

New Mexican green chile is world-renowned. The people of New Mexico can take pride that something so popular is home-grown.

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 your favorite dishes with chiles?</p> <p>ESR: Students’ answers will vary based upon their experiences and background. Some responses may include:</p> <ul style="list-style-type: none"> ● My family gets together to make tamales using my abuela’s (grandmother’s) recipe. ● My parents like green chile on their cheeseburgers. | <p>How are green chiles used in everyday life and celebrations around the state?</p> <p>ESR: Responses may include:</p> <ul style="list-style-type: none"> ● Chiles are not just used in making Mexican food. Many cultures now use chile in all kinds of recipes. ● Chiles are healthy. They are a good source of vitamins. They boost heart health and help people lose weight. |
| 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>Where have you seen chile grown, sold, or used in your community?</p> <p>ESR: Depending on geographic location or experience, student may say:</p> <ul style="list-style-type: none"> ● I have seen green chiles growing. ● When I go to the grocery store, I see items labeled with “Hatch Green Chile” or “New Mexico Chiles.” ● I smell green chile roasting in summer. | <p>How does the green chile industry bring people of different cultures together?</p> <p>ESR: Many different people use green chile in recipes. It is very popular in our state. New Mexico grown green chile is sold all over the country.</p> |

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Suggested Student Discourse

| Question | Method |
|--|---|
| <p>What are your favorite dishes with chiles?</p> | <p>Type: Discussion Strategy: Fold the Line</p> <ol style="list-style-type: none"> 1. Have students line up in order of preference of mild to hot chile. 2. To “fold the line” have the student at the end of the line walk toward the front of the line to face the student there. The rest of the line follows the leader, pairing up with the next classmate in line, so when they stop moving, each student is standing across from the classmate who was opposite them in line. Pairs take turns sharing the answers. 3. Ask the students in one line to slide to the right and align with a new partner. The person at the end will go to the other end. Pairs take turns sharing answers. 4. Repeat as time allows. |

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 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: agriculture, industry, acre</p> <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> • What is something surprising you learned about chile? • How can you keep track of useful information from your research? • How do you know if something is a good fact to use? | <p>Universal Supports:</p> <ul style="list-style-type: none"> • Provide a graphic organizer. • Provide a sample response, highlighting how it meets the assignment criteria. • Provide links to suggested and appropriate sites for student research. <p>Targeted Supports:</p> <ul style="list-style-type: none"> • Read the text aloud, or have students read with a partner. • Enable screen reading software. • Allow students to show mastery orally. |

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4th Grade Resources and Land Use in New Mexico

Compelling Question

Can regional differences be seen on maps?

Inquiry Alignment

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

Standards at a Glance

Theme 4: Resources and Land Use in New Mexico

Anchor Standard

The student demonstrates an understanding of:

Performance Standard

Therefore, the student is able to:


Geography 11. Geographic Representations and Reasoning

- 4.19. Examine and synthesize (combine) data from at least two types of maps (physical, topographical, or thematic maps) to support a claim about the regional divisions of New Mexico and compare and contrast its diverse geography.
- 4.20. Using a variety of maps, investigate and compare how New Mexico's boundaries have changed over time.
- 4.21. Apply geographic tools of title, grid system, legends, symbols, scale and compass rose to construct and interpret digital and analog maps.
- 4.22. Describe and identify the regions and four provinces that make up New Mexico's land surface.

Geography 14. Human-Environmental Interactions and Sustainability

- 4.23. Explore how geographic factors influence locations of settlements and use of natural resources to meet the basic needs of humans.

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|--|--|-----------------------------|
|  | Anchor Standard: Geography 11. Geographic Representations and Reasoning | |
| <i>Grade</i> | Performance Standard(s) | |
| 4 | <p>4.19. Examine and synthesize (combine) data from at least two types of maps (physical, topographical, or thematic maps) to support a claim about the regional divisions of New Mexico and compare and contrast its diverse geography.</p> <p>4.20. Using a variety of maps, investigate and compare how New Mexico’s boundaries have changed over time.</p> <p>4.21. Apply geographic tools of title, grid system, legends, symbols, scale and compass rose to construct and interpret digital and analog maps.</p> <p>4.22. Describe and Identify the regions and four provinces that make up New Mexico’s land surface.</p> | |
| | Sample Concept/Content | Supporting Questions |
| <ul style="list-style-type: none"> ● Landforms (Pueblos, Rocky Mountains, forests, deserts, canyons, lakes, rivers, Shiprock, volcanoes, caverns). ● Populations and communities within New Mexico. ● New Mexico boundaries in relationship to major historical events (territorial evolution- Indigenous, French, Spanish, Mexico, Texas-annex, Gadsden Purchase, Statehood). ● Variety of maps (thematic, topographical, political, physical, climate, resource). ● Different regions of New Mexico and topography of New Mexico. ● Scale methods. | <ul style="list-style-type: none"> ● How can maps be used to explore New Mexico State's diverse geography? ● What is the benefit of understanding how to use geographic tools? ● How have New Mexico cities, counties, and state boundaries changed over time? ● How can geography help me construct and interpret maps? | |
| Vertical Alignment | | |
| <p><i>Previous Grades:</i></p> <p><i>2.21. Identify and locate the bordering states to New Mexico and understand that New Mexico is in the Southwest.</i></p> <p><i>2.23. Generate a description for their region of the United States by identifying unique features.</i></p> | <p><i>Future Grades:</i></p> <p><i>5.23. Demonstrate how physical maps reflect the varied climate zones, landforms, bodies of water, and Geographic natural resources of the Western Hemisphere.</i></p> <p><i>5.24. Using maps and globes, identify the regions within the Western Hemisphere and locate major physical features within each region.</i></p> | |

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| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
|--|---|--|
| | <ul style="list-style-type: none">● Apply knowledge of geographic tools to read a wide variety of maps and answer questions about those maps.● Create a map that includes the regions and four provinces of New Mexico.● Describe how New Mexico's boundaries have changed over time.● Analyze and Synthesize two or more maps of New Mexico to answer questions about its geographical diversity. | <p>Thematic map - a type of map that portrays the geographic pattern of a particular subject matter (theme) in a geographic area.</p> <p>Topographical map - a type of map that uses elevation contour lines to show the shape of the Earth's surface.</p> <p>Physical map - a type of map that shows the Earth's natural landscape features, often by showing topography through various colors and shading.</p> |

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| | | |
|--|---|--|
|  | Anchor Standard: Geography 14. Human-Environmental Interactions and Sustainability | |
| <i>Grade</i> | Performance Standard(s) | |
| 4 | 4.23. Explore how geographic factors influence locations of settlements and use of natural resources to meet the basic needs of humans. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● Land use in New Mexico and how it has changed over time (semi-permanent and permanent settlement, introduction of domesticated animals, communal grazing, large scale ranching, etc). ● How humans change the physical environment of New Mexico to meet their needs (reservoirs, irrigation, climate, transportation systems, and cities). ● Human impact on major physical geographic attributes of New Mexico (water rights usage effect on Bosque, land usage or ownership on desert grasslands). | <ul style="list-style-type: none"> ● What are the major geographical attributes and natural resources that attract settlements in New Mexico? ● How has the use of land in New Mexico changed with settlement over time? |
| | Vertical Alignment | |
| | <i>Previous Grades:</i> 2.25. Describe ways in which individuals and groups use or conserve natural resources. | <i>Future Grades:</i> 5.28. Examine and explain how the physical environment influences human population distribution and land use |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| <ul style="list-style-type: none"> ● Identify geographic factors and natural resources found in New Mexico. ● Analyze how humans have used geographic factors in New Mexico to sustain life over time. ● Evaluate what the human impact has been on New Mexico's resources. | Geographic factors - natural features of the earth's surface, including topography, climate, soil, vegetation, etc. Natural resources - anything from the natural environment that people use to meet their needs. | |

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 Representation and Reasoning

- 4.19. Examine and synthesize (combine) data from at least two types of maps (physical, topographical, or thematic maps) to support a claim about the regional divisions of New Mexico and compare and contrast its diverse geography.
- 4.21. Apply geographic tools of title, grid system, legends, symbols, scale and compass rose to construct and interpret digital and analog maps.

Inquiry 26. Communicate and Critique Conclusions

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

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

- How can maps be used to explore New Mexico State's diverse geography?
- How can geography help me construct and interpret maps?

Sample Task #4

In this instructional task, students will examine New Mexico through their own personal lens. Students will create a unique map of New Mexico and identify locations that are important to them on their map. Students will be asked to utilize, and include, map tools as they create their maps.

1. Provide students with a blank map of New Mexico and a variety of map resources.
2. Discuss how everyone sees New Mexico through their own lens.
3. Ask students, "how do you see New Mexico?" and have them make a unique map with things that are important to you.
4. Each student designed map should include:
 - Four of: Albuquerque, Santa Fe, Taos, Los Cruces, Roswell, Farmington, and Hobbs.
 - The Rio Grande
 - Legend with symbols
 - Map Title
 - Compass Rose
5. Each map should also include four of the following:
 - Five more cities
 - At least four pueblos
 - At least four farming communities and what they grow
 - Identify on the map four places that have minerals and what those minerals are.
 - Four more water sources

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- Four mountains or mountain ranges
 - Five Historical Sites
 - Five State Parks
 - Five places that are important to your family or culture
6. Write one paragraph explaining why you made the choice to include each of your optional items.
- Identify the item.
 - Identify where in the state it is located.
 - Explain its significance (why you think it should be included on your map).

Exemplar Student Responses

1. Student maps should include information from a variety of resources. Potential resources include:
 - <https://www.newmexico.org/mapexplorer/>
 - <https://dreamingnewmexico.bioneers.org/edible-local-crops/>
 - <https://rockymountainmaps.com/new-mexico-national-parks-forests-wilderness-maps/>
 - <https://geology.com/lakes-rivers-water/new-mexico.shtml>
2. Student explanation for optional items should include unique, reasoned explanations:
 - “I included the Bitsi Badlands. It is located in the Northwest of the state near Bloomfield. When my family visited there, my brother and I pretended to be astronauts exploring another planet. I have really good memories of being there with my family.”

DOK

3

Blooms

Synthesis

Cross-Curricular Connections

Science

4-ESS2-2 Earth's Systems

Analyze and interpret data from maps to describe patterns of Earth's features.

Writing

CCSS.ELA-LITERACY.W.4.2

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? This map would represent the whole state of New Mexico. Students have the choice to select what they want to be represented. A variety of items can be selected including physical traits of New Mexico, different peoples, culturally significant places, and landforms.

How are those groups and individuals portrayed? Students make choices about how to represent groups and individuals on the map. Each item, group, or individual is represented using symbols.

Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities? Students are asked to select items for their map that hold personal or cultural significance to the student. As students create their maps, they are asked to consider the importance of each of their map selections and then share the importance with their peers.

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What supports are provided to teachers to identify blind spots? The option to include five important spots that are important to your family or culture. This should help the teacher support each person in their own story. Teachers need to be mindful of bias as they lead discussions about student maps.

How is this text culturally/linguistically responsive?

This map has the option for children to share their stories as a New Mexican in New Mexico.

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 have New Mexico's resources influenced where your family lives?</p> <p>ESR: Responses will vary by student</p> <ul style="list-style-type: none"> • My dad is a park ranger at Petroglyph National Monument. • My mom works for an oil company. . • My family wanted to live close to mountains because we love hiking. | <p>How does looking at New Mexico maps through all these different lenses help you understand New Mexico as a whole?</p> <p>ESR: Before this, I did not realize how much was in our state. I now understand that people have many different things that are important to them in the state and that New Mexico is very diverse.</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 can you help other people you know get the same type of new understanding as you?</p> <p>ESR: I can ask people I know if they know about all the important places in our state, or I can tell them why some places near us are important to my friends.</p> | <p>Why do people see New Mexico differently?</p> <p>ESR: New Mexico is rich in cultural history. People have many different backgrounds. This means we all see things a little differently. We have different traditions and experiences that make us value things in unique ways.</p> |

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Suggested Student Discourse

| Question | Method |
|---|--|
| <p>Can regional differences be seen on maps?</p> | <p>Type: Snowball Discussion</p> <p>Strategy: Also known as a pyramid discussion, this strategy allows students to begin in pairs, responding to a prompt with their partner. After each partner has shared their ideas, the pair joins another pair, creating a group of four. Pairs share their ideas with the pair they just joined. Next, groups of four join together to form groups of eight, and so on, until the whole class is joined up in one large discussion.</p> |

Multi-Layered System of Supports/Suggested Instructional Strategies

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

- 1.) Identify vocabulary words to pre-teach:
 - Vocabulary 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: communities, historical, water sources</p> <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> ● What are some state parks that we know in New Mexico? ● What makes something a historical site? | <p>Universal Supports:</p> <ul style="list-style-type: none"> ● Provide an outline of the state of New Mexico to make the map with. ● List different map tools ● List possible choices for cities, historic sites, etc. <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Provide a map with the dots on it for the five major cities. ● Allow students to type paragraphs ● Voice to text ● Peer model /partner work |

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4th Grade New Mexico Identity and Diversity


| Compelling Question | Inquiry Alignment |
|---|--|
| How does cultural diversity benefit New Mexico? | 4.1. Generate compelling questions in an inquiry. 4.4. Construct responses to compelling questions using reasoning, examples, and relevant details. |

Standards at a Glance


Theme 5: New Mexico Identity and Diversity

| Anchor Standard <i>The student demonstrates an understanding of:</i> | Performance Standard <i>Therefore, the student is able to:</i> |
|--|--|
| History 18. Critical Consciousness and Perspectives | <ul style="list-style-type: none"> 4.24. Explain why various individuals and groups during the same historical period differed in their perspectives towards significant historical events. |
| Ethnic, Cultural, and Identity Studies 20. Diversity and Identity | <ul style="list-style-type: none"> 4.25. Participate in inquiry of other people's lives and experiences while demonstrating respect and empathy for others. |
| Ethnic, Cultural, and Identity Studies 21. Identity in History | <ul style="list-style-type: none"> 4.26. Explain connections among historical contexts and people's perspectives at the time. |


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| | | |
|---|---|---|
|  | Anchor Standard: History 18. Critical Consciousness and Perspectives | |
| <i>Grade</i> | Performance Standard(s) | |
| 4 | 4.24. Explain why various individuals and groups during the same historical period differed in their perspectives towards significant historical events. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● Impact of unequal representation and access to resources and governance. ● Individual heroism and roles people play in conflicts. ● Activism and justice in the context of a major New Mexican historical event (Pueblo Revolt, Long Walk, Spanish occupation) and the way those actions were perceived by various individuals and groups during those times. | <ul style="list-style-type: none"> ● How does the Pueblo Revolt reveal how Puebloans perceived the occupation of New Mexico by the Spanish? ● How did different individuals and groups during the same historical period perceive the significant events of their time? |
| | Vertical Alignment | |
| | <i>Previous Grades:</i> 3.27. Compare and contrast their cultural identity with other people and groups. | <i>Future Grades:</i> 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"> ● Explain how perspective and culture can cause different interpretations of the same event. ● Analyze the role that justice plays in their community. ● Describe reactions to historical events by people with differing perspectives. | Colonization - the action or process of settling among and establishing control over the Indigenous people of an area. |

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|  | Anchor Standard: Ethnic, Cultural, and Identity Studies 20. Diversity and Identity | |
|--|---|--|
| <i>Grade</i> | Performance Standard(s) | |
| 4 | 4.25. Participate in inquiry of other people’s lives and experiences while demonstrating respect and empathy for others. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> • Timelines of major events in family histories. • Culture(s) such as language, home country/region, foods, customs and traditions, beliefs, etc. • Research past contributions of people in the community. | <ul style="list-style-type: none"> • What is important to other people’s families? • What is important to your family? Why is this sometimes different from what is important to other families? • In what ways have families around you helped your community? |
| | Vertical Alignment | |
| | <i>Previous Grades:</i> 3.26. Express a positive view of themselves while demonstrating respect and empathy for others. | <i>Future Grades:</i> 5.29. Identify how the beliefs, experiences, perspectives, and values contribute to forming points of view about civic issues. |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| <ul style="list-style-type: none"> • Create a timeline of important events in a classmate’s family’s life. • Describe the variety of traditions, values, and experiences within their classroom or community. • Evaluate the different ways that people can help make their communities, states, or countries better. | 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. | |

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|  | Anchor Standard: Ethnic, Cultural, and Identity Studies 21. Identity in History | |
|---|---|---|
| Grade | Performance Standard(s) | |
| 4 | 4.26. Explain connections among historical contexts and people’s perspectives at the time. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> • Effect of biased messages. • Meaning and impact of stereotypes. • Motivations behind actions (being an upstander, a bystander or a whistle-blower) to issues in daily lives. • Differing perspectives of historical figures from opposite sides of the same event (conquistadors vs. Indigenous). | <ul style="list-style-type: none"> • How do rumors impact the way you think about people? • Why do some people try to help others? • Why do some people choose not to help others? • Why do different people perceive events differently from each other? |
| | Vertical Alignment | |
| | <p><i>Previous Grades:</i></p> <p>3.14. Use a timeline to analyze connections among historical events, including how human settlement and movement impacted diverse groups of people.</p> | <p><i>Future Grades:</i></p> <p>5.29. Identify how the beliefs, experiences, perspectives, and values contribute to forming points of view about civic issues.</p> |
| | Students Who Demonstrate Understanding Can... | Vocabulary for Teacher Development |
| <ul style="list-style-type: none"> • Describe a historical figure who was an upstander. • Analyze the impact of stereotypes and biased messages on people’s understanding of events. • Explain a difference in perspective surrounding a major historical event. | <p>Bias - prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.</p> <p>Upstander - a person who speaks or acts in support of an individual or cause, particularly someone who intervenes in cases of violence or injustice.</p> <p>Historical context - the political, social, cultural, and economic setting for a particular idea or event. In order to better understand something in history, we must look at its context--those things which surround it in time and place and which give it its meaning.</p> | |

ASSESSMENT AND SAMPLE TASK GUIDE

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

History 18. Critical Consciousness and Perspectives

- 4.24. Explain why various individuals and groups during the same historical period differed in their perspectives towards significant historical events.

Inquiry 23. Construct Compelling Questions and Supporting Questions

- 4.1. Generate compelling questions in an inquiry.

Inquiry 24. Communicate and Critique Conclusions

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

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

1. What does the Pueblo Revolt reveal about how the Puebloan People perceived the Spanish occupation of New Mexico?
2. How did different individuals and groups during the same historical period perceive the significant events of their time?

Sample Task #5

In this instructional task, students will research the Pueblo Revolt and use what they learn to help answer the theme’s compelling question. students will examine New Mexico through their own personal lens.

1. Students, with teacher support, will research the Indigenous peoples who inhabited what is now New Mexico, the Spanish conquistadors, and the causes of the Pueblo Revolt.
 - Students should keep the following prompt in mind: How did different individuals and groups during the same historical period perceive the significant events of their time?
2. Using their research, students will create a slide presentation, narrated illustration, or write a poem that represents the perspectives of at least three different groups about the Pueblo Revolt.
3. After completing their prospective projects, students will answer: “Does understanding an event like the Pueblo Revolt help you answer our theme’s compelling question? Why or why not?”

Exemplar Student Responses

1. Student responses will vary based on the format chosen.
2. A successful student response will be able to show impact and motivation for each different group.
3. Example for a Haiku response:
 - Puebloan warrior
 Our ancestors
 Dance with gentle, steady rain

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- Spanish Colonist
 - Grow corn for people
 - Hard ground under foot
 - Follows Camino Real
 - Back through harsh desert
- Puebloan Informant
 - Informed the Spanish
 - Governor about revolt
 - Feared their wrath not rule

4. Student reflection on the compelling question should apply their experience looking at multiple perspectives to the question, “How does cultural diversity benefit New Mexico?”

- “This assignment helps me answer the compelling question. It showed me that even a long time ago different groups of people brought different values to what is now New Mexico. For example, if the Pueblo revolt had not happened we might not have some of the same religious culture still around and New Mexico would be a less unique and exciting place.”

| DOK | Blooms |
|-----|--------|
| 3 | Create |

Cross-Curricular Connections

Writing

CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text or stimuli? Some of the Puebloan people who were impacted by Spanish colonizers, Spanish explorers, colonizers, and colonists.

How are groups and individuals portrayed? All are secondary sources and reveal the perspectives of the content creators.

Does the text, or stimuli, provoke critical questions about cultural and linguistic diversity, especially within marginalized communities? The resources support inquiry about the diversity among the Indigenous peoples who inhabited New Mexico and Central America prior to the arrival of the Spanish.

What supports are provided to teachers to identify blind spots? The resources tell the same story from the perspectives of Puebloans and Hispanics which enhances the representation of the lived experiences of the people whose stories are being told about these historical events.

How is this text or stimuli culturally/linguistically responsive? Taken together these texts help students understand the differences in the perspectives of the people who participated in these historical events.

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VABB Analysis

| | |
|---|--|
| Validate <i>The intentional and purposeful legitimization of the home culture and language of the student.</i> | Affirm <i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i> |
| <p>What do the resources reveal about the challenges that diverse groups faced during the Spanish occupation?</p> <p>ESR: The Puebloan people were forced to submit to Spanish rule, convert to a new religion, and work on behalf of the Spanish rulers rather than themselves.</p> | <p>How does learning about history from multiple perspectives help you understand the past?</p> <p>ESR: Learning about the stories of all groups who lived through historical events helps explain the causes and impacts of those events.</p> |
| Build <i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i> | Bridge <i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i> |
| <p>What has changed about how people currently understand the Pueblo Revolt?</p> <p>ESR: Student answers will vary, but could include that many Fiestas that celebrate the Spanish colonial period and founding of towns are painful for some Native Americans.</p> | <p>If you could provide advice to today's town leaders about valuing everyone's history?</p> <p>ESR: Student answers will vary, but could include suggestions to build markers and plaques for land acknowledgements and early Native settlements or to give opportunities to listen to the stories they do not always get to hear.</p> |

Suggested Student Discourse

| Question | Method |
|--|---|
| <p>How do rumors impact the way you think about people?</p> | <p>Type: Discussion Strategy: Kagan Cooperative Structures</p> <p>Students stand up, put their hand up and quickly find a partner with whom to share or discuss. This structure is perfect for classbuilding, processing and reviewing information, energizing the class, forming random pairs or teams, lesson starts or wraps.</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 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: colony, colonist, occupation, bias, kivas, revolt, conquistadors</p> <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> ● How did the Spanish missionaries view the Pueblo people? ● Name two ways that the Spanish forced the Puebloans to change their lives. ● How did the Puebloans communicate their plans with each other about the revolt? | <p>Universal Supports:</p> <ul style="list-style-type: none"> ● Highlight patterns, critical features, big ideas, and relationships. ● Provide research guiding questions <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Create a graphic organizer that is based on the text-based questions for students to use to gather information about the events that led to the Pueblo Revolt. ● Preview the text-based questions. ● Provide sentence stems to help students construct a framework for their response. |

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4th Grade Personal Financial Literacy

| Compelling Question | Inquiry Alignment |
|---|--|
| How do banks help people plan for the future? | 4.4. Construct responses to compelling questions using reasoning, examples, and relevant details. |
| | 4.5. 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 <i>The student demonstrates an understanding of:</i> | Performance Standard <i>Therefore, the student is able to:</i> |
| Economics/Personal Financial Literacy 10. Personal Financial Literacy | <ul style="list-style-type: none"> • 4.27. Establish the purpose of banks and how they work. • 4.28. Explain what a checking and savings account are used for. |

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|  Grade | Anchor Standard: Economics/Personal Financial Literacy 10. Personal Financial Literacy | |
|---|---|--|
| Performance Standard(s) | | |
| 4 | 4.27. Establish the purpose of banks and how they work. 4.28. Explain what a checking and savings account are used for. | |
| | Sample Concept/Content | Supporting Questions |
| | <ul style="list-style-type: none"> ● Basic bank procedures for depositing and withdrawing money. ● Uses of banks (depositing money to pay bills, make purchases, other transactions are often deposited in checking and savings bank accounts). ● Reasons people use banks (security, ease of access, planning for the future). ● Reasons some people may not save money in the same ways as others (life circumstances, differing values, lack of access). | <ul style="list-style-type: none"> ● What are banks and how do they work? ● Why would someone prefer to keep money in either a bank or at home ? ● How do people use checking accounts to make purchases and how do they keep track of what they spend? ● Why might it be important to set money aside in a savings account for the future? ● Why is it often harder to save money than to spend money? |
| | Vertical Alignment | |
| | <i>Previous Grades:</i> 3.31. Create a plan with specific steps to reach a short-term financial goal. | <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"> ● Describe how people deposit and withdraw money in a bank. ● Explain the similarities between paying for purchases and bills with checks and debit cards. ● Map out a savings plan goal that is designed to reach a future purchase objective. ● Give examples to illustrate the importance of setting money aside for emergencies. ● Evaluate influences for spending money versus saving money. (For example: life circumstances and ability to save and/or values of friends and family.) | <ul style="list-style-type: none"> ● Savings goal - the amount of money you plan to put aside for a specific purpose. | |

ASSESSMENT AND SAMPLE TASK GUIDE

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

Economics/Personal Financial Literacy 10. Personal Financial Literacy

- 4.27. Establish the purpose of banks and how they work.
- 4.28. Explain what a checking and savings account are used for.

Inquiry 26. Communicate and Critique Conclusions

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

Inquiry 27. Take Informed Action

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

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

- How does saving a small amount of money add up over time?
- How does saving money help me reach my goals?
- What can I do if I fail to reach my goal?

Sample Task #6

In this instructional task students will explore how saving a little bit of money over a long time will add up and help reach financial goals.

1. Read a story about characters who save small amounts of money over a certain amount of time to reach their goal: [Money Monsters Learn to Save](#).
2. Students answer questions about the story, using details from the text. You may use or modify the following document: [Starting Small and Saving Up worksheet](#).
 - Suggested follow-up questions:
 - Both monsters saved money and kept track of the money they saved and spent. Why is it important to keep track of your savings and spending?
 - When saving money, where do you think you might keep your money so it is safe, but still get it if you need it?

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3. Students may reflect on the lesson by answering one or more of the following questions:
 - Do you think it was a good idea for Gibbins to spend some of the money he saved? Why or why not?
4. Students will apply what they learned by creating a savings plan.
 - Students should consider:
 - What’s one thing you’d like to save money for?
 - What savings steps can you come up with to help you reach your goal?
 - How long do you think it would take to reach the goal?
 - Where do you plan to keep the money that you save?
 - What are some challenges you might face when trying to save money? How might you overcome those challenges?

Adapted from the Consumer Financial Protection Bureau: [Starting Small and Saving Up](#) lesson plan.

Exemplar Student Responses

Strong student responses should include:

1. A viable argument for or against spending money that has been saved.
2. An example of an item that would be reasonable for a student to purchase, perhaps around \$100 or less, such as a skateboard, bicycle, specific toy, video game, etc.
3. An achievable plan to earn and save money to reach the goal within a certain amount of time.
4. An explanation of how they plan to keep their money accessible and safe, such as a bank box or student savings account.

| DOK | Blooms |
|-----|--------|
| 2 | Apply |

Cross-Curricular Connections

Literacy

CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Math

CCSS.MATH.CONTENT.4.NBT.B.4

Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text? The text portrays two diverse school-aged characters who share the common goal of saving for a bicycle so they could ride together during the summer months. Students should relate to the characters as they behave similar to human children.

How are those groups and individuals portrayed? The story is told from the point of view of a pet dog. The characters in the story are portrayed as monsters, one is a girl, the other a boy. They are close friends who enjoy time together.

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Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities? Because the characters are monsters, marginalized communities are not represented in the text. It is clear, however, from the illustrations that the monsters are diverse in appearance, but share common interests and goals.

What supports are provided to teachers to identify blind spots? The text does not lead to identifying blind spots, as the characters are fictional. Teachers should be aware of students placing unconscious bias in assigning socio-economic status, race, or culture to the fantasy characters and may wish to talk about any cultural bias that appears in student conversation.

How is this text culturally/linguistically responsive? The text depicts neutral characters which are diverse, but do not fit human stereotypes.

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 kinds of things have you or the adults in your family money saved for?</p> <p>ESR: Students' answers will vary based upon their experiences and background, but may include a family vacation, a new vehicle, new clothes for school, music lessons, rent, etc.</p> | <p>Compare the two friends in the story. What do you notice about them? How do they get along?</p> <p>ESR: Students' responses may include:</p> <ul style="list-style-type: none"> • One is a boy, one is a girl. One is tall, one is short. • Despite their differences, they seem like best friends. They encourage and help one another in achieving their common goal. |
| 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 did you learn about planning and saving money to accomplish a goal?</p> <p>ESR: Anyone can save money to accomplish a goal if you create a plan and stick to it.</p> | <p>How might this lesson on saving help you in the future?</p> <p>ESR: Students' responses may include:</p> <ul style="list-style-type: none"> • When I get a job, I may save the money I earn to buy a car, go to college, etc. • There will always be things that I need or want, so I will need to save for them. |

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| Suggested Student Discourse | |
|---|--|
| Question | Method |
| <p>What kinds of things have you or the adults in your family money saved for?</p> | <p>Type: Discussion Strategy: Think-Pair-Share</p> <p>Collaborative learning strategy where students work together to respond to a prompt, solve a problem, or make a decision by thinking quietly about the prompt, partnering with a classmate, and then discussing the prompt for 2-5 minutes. This strategy is most beneficial in helping students to connect content to real life.</p> |
| Multi-Layered System of Supports/Suggested Instructional Strategies | |
| <p>In New Mexico, we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p> <ol style="list-style-type: none"> Identify vocabulary words to pre-teach: <ul style="list-style-type: none"> Vocabulary 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: earn, save, savings goal, savings account</p> <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> A savings goal is an amount of money you want to save for something you want to buy. What savings goal did Foozil and Gibbins set for themselves? | <p>Universal Supports:</p> <ul style="list-style-type: none"> Use cues and prompts to draw attention to critical ideas. Employ whole-group discussion techniques to allows students to build upon each other’s thoughts. Provide savings-plan graphic organizer for savings goals. <p>Targeted Supports:</p> <ul style="list-style-type: none"> Read the text aloud, or have students read with a partner. Provide sentence stems to help students construct a framework for their response. Encourage student-to-student sharing of responses using structures such as think-pair-share. Provide a calculator. |