

New Mexico Instructional Scope Social Studies Guide

Key



*Anchor
Standard*

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.

Civics and Government
Economics
Geography
History
Ethnic, Cultural and Identity
Inquiry

*Priority
Standard*

Priority standards, as identified by practicing educators and NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are the only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time. All standards should be covered during the school year, and priority standards identify for teachers where to prioritize while still covering all standards throughout the year.

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6th Grade Introduction to Geography and Historical Thinking

Compelling Question	Inquiry Alignment
<p>How does geography determine development?</p>	<p>6.1. Distinguish primary and secondary sources by correctly identifying the author, type of document, and date of publication of the text in relation to the historical event described in the text.</p> <p>6.14. Create maps, charts, infographics, or digital media that communicate research findings or other significant information.</p> <p>6.2. Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers.</p> <p>6.7. Compare a variety of map projections to evaluate how information is presented and analyze how cartographic conventions portray intended and unintended bias.</p> <p>6.8. Evaluate the credibility of a source by determining its relevance and intended use.</p>

Standards at a Glance

Theme 1: Introduction to Geography and Historical Thinking

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 6.17. Create and use maps, globes, and graphs to gather, analyze, and report geographic information.
Geography 12. Location, Place, and Region	<ul style="list-style-type: none"> 6.18. Identify how natural forces shape Earth's environments and regions.
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none"> 6.19. Identify how differences and similarities between diverse groups impact perspectives.
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none"> 6.20. Demonstrate relationships between personal events and historical events.
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	<ul style="list-style-type: none"> 6.21. Explain how the treatment of people in ancient civilizations shaped group identities and cultures.

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	Anchor Standard: Geography 11. Geographic Representations and Reasoning	
Grade	Performance Standard(s)	
6	6.17. Create and use maps, globes, and graphs to gather, analyze, and report geographic information.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> • Making maps, globes, models, charts, and other geographical representations. • Understanding different types of maps • Using tools to read maps. • Maps are changing documents. • Explain the theory of continental drift. 	<ul style="list-style-type: none"> • Why is map reading an important skill? • Why are there different types of maps?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>5.23. Demonstrate how physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.</p> <p>5.24. Using maps and globes, identify the regions within the Western Hemisphere and locate major physical features within each region.</p>	<p><i>Future Grades:</i></p> <p>8.27. Use the five themes of geography (location, place, movement, human-environmental interaction, and region) to describe a specific Sovereign Tribal Nation or Indigenous peoples group of North America.</p> <p>8.49. Synthesize geographic information about the significance of the Thirteen Colonies to the British Empire.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> • Use latitude and longitude to find a place or region. • Use maps, globes, and models to analyze societal, economic, and political patterns/distributions. • Compare and contrast maps and other visual representations. 	<p>Topographic map - a map that uses elevation contour lines to show the features of the Earth's surface.</p> <p>Political map - a map that shows borders of countries and major cities and towns.</p> <p>Physical map - a map that shows the land and water that make up the geographic features of Earth.</p> <p>Absolute location: an exact set of coordinates on the planet using longitude and latitude or street addresses.</p> <p>Relative location - a location given using a landmark or direction as a point of reference.</p> <p>Longitude - measurement of distance in degrees on</p>

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		<p>the globe from the Equator.</p> <p>Latitude - measurement of distance in degrees on the globe from the Prime Meridian.</p> <p>Cardinal directions - east, south, west, and north.</p> <p>Compass rose - a diagram on a map that indicates the Cardinal directions.</p> <p>Scale - the ratio of the distance on the map to the actual distance on the planet.</p> <p>Key/legend - a display of the meaning of the map's features, colors, and symbols.</p> <p>Climate - the long-term weather patterns of a particular region.</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: Geography 12. Location, Place, and Region	
Grade	Performance Standard(s)	
6	6.18. Identify how natural forces shape Earth’s environments and regions.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Five Themes of Geography <ul style="list-style-type: none"> ○ Location ○ Place ○ Human-Environment Interaction ○ Movement ○ Regions ● How the climate affects society, economy, and regions ● Identify the factors that influence climate 	<ul style="list-style-type: none"> ● What natural factors/characteristics impact population density? ● How do landforms and natural resources affect a community’s size and location? ● What are the characteristics of the various climates/ecosystems of the world?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>3.25. Explain how physical and cultural characteristics of world regions affect people and examine geographic features of various global communities that might create a need for migration or immigration using a variety of maps, photos, and other geographic representations.</i></p> <p><i>5.27. Using a map, identify and locate the 50 states in the United States and know the capitals of each state along with the surrounding U.S. territories.</i></p>	<p><i>Future Grades:</i></p> <p><i>8.29. Define a region by its human and physical characteristics.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Identify the natural forces that lead to the development of a community. ● Describe how landforms serve as natural boundaries for a community. ● Explain the factors that influence climate. 	<p>Weather - the atmospheric condition for a given day or week.</p> <p>Drought - a prolonged period of abnormally low rainfall, leading to a shortage of water and vegetation.</p> <p>Monsoon - a seasonal change in the direction of the prevailing, or strongest, winds of a region, causing</p>	

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		<p>distinct wet and dry seasons.</p> <p>Settlement - a previously uninhabited place (or in some cases habited by another culture or group of people) where a group of people establishes a (new) community.</p> <p>Natural resources - materials or substances such as minerals, forests, water, and fertile land that occur in nature and can be used for economic gain.</p> <p>human resources: the productivity or skill of a person that benefits the community.</p> <p>Environment - physical surroundings; habitat.</p> <p>Wind currents - the global winds that blow in the same direction and cause variations in temperatures.</p> <p>Ocean currents - the movement of ocean water from one place to another by wind, salinity of water, and tides.</p> <p>Altitude/elevation - the height of a place or point from ground level or from sea level.</p>
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	Anchor Standard: Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	
Grade	Performance Standard(s)	
6	6.19. Identify how differences and similarities between diverse groups impact perspectives.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> Political, social, economic, and geographic characteristics between different groups and civilizations. 	<ul style="list-style-type: none"> How do various people adapt to innovations and goods coming from outside the group? How do people from different classes view the government that is established by the upper class?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>4.26. Explain connections among historical contexts and people’s perspectives at the time.</p> <p>5.30. Demonstrate knowledge of family history, culture, and past contributions of people in their main identity groups.</p> <p>5.31. Explain how the treatment of groups of people in the past and present impacts who they are.</p>	<p><i>Future Grades:</i></p> <p>7.22. Evaluate how society’s responses to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.</p> <p>7.37. Identify what Pueblo and tribal leaders want the world to see when their culture is on display, and how to address negative perceptions.</p> <p>8.31. Describe how knowledge and perspectives of Indigenous peoples can help inform solutions to environmental and human rights issues.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> Acknowledge an opposing viewpoint. Analyze the similarities and differences between different groups. Describe the factors that shape a group’s perspective. 	<p>Class system - a categorized system based on socioeconomic status in which individuals may have the potential (real or imagined) for mobility.</p> <p>Hierarchy - a system that ranks people according to social, economic, or political status.</p> <p>Perspectives - a point-of-view; being objective.</p> <p>Ethnicity - a group of people with shared culture, ancestry, religion, physical attributes.</p> <p>Linguistic groups - a group of people who share a language.</p> <p>Identity - what makes a person unique.</p>

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 Grade	Anchor Standard: Ethnic, Cultural, and Identity Studies 21. Identity in History	
Performance Standard(s)		
6	6.20. Demonstrate relationships between personal events and historical events.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> Family history and cultures; group identities. Timeline to demonstrate the relationship between personal events and world events. Effects of historical events, i.e. power, persecution, migration, poverty, wealth, oppression, language, etc. 	<ul style="list-style-type: none"> What makes a person unique? How does culture influence a person's life? What features make up a community? How does a personal timeline correlate with a world timeline? How are people affected differently by the same historical event?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>4.25. Participate in inquiry of other people's lives and experiences while demonstrating respect and empathy for others.</p> <p>5.31. Explain how the treatment of groups of people in the past and present impacts who they are.</p>	<p><i>Future Grades:</i></p> <p>7.56. Explore personal, familial, and societal cultures in the modern day.</p> <p>8.39. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> Comprehend the purpose of a timeline. Create a timeline of historical events of a given time period that reflects the diversity of the world. Create a timeline for their own lives. 	<p>Culture - deep patterns of values, beliefs, practices and traditions that have been compiled and normalized over a period of time, setting the standard for what is normal and expected.</p> <p>Authority - right to control or direct the actions of others, legitimized by law, morality, custom, or consent.</p> <p>Persecution - the systematic mistreatment of a group of people by another group.</p> <p>Oppression - systematic use of power or status for the unequal or unjust treatment of individuals or groups through societal laws, norms, customs, and institutions.</p> <p>Migration - the movement of people from one place to another, usually for a better livelihood.</p> <p>Socio-economic status: a person's status based on</p>	

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		<p>income, education, occupation, and social position.</p> <p>Vernacular - a dialect or speech variety of a language.</p> <p>Diversity - the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.</p>
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	Anchor Standard: Ethnic, Cultural, and Identity Studies 22. Community Equity Building	
Grade	Performance Standard(s)	
6	6.21. Explain how the treatment of people in ancient civilizations shaped group identities and cultures.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Oppression, class structure, power struggles and how these serve to form both group and cultural identities. ● How value systems shape viewpoints and treatment of diverse populations. ● Issues in your community and how treatment of diverse groups could change to strengthen your community. 	<ul style="list-style-type: none"> ● Why do people migrate to form densely populated regions? ● What are the positive and negative consequences of social interaction?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>5.31. Explain how the treatment of groups of people in the past and present impacts who they are.</p>	<p><i>Future Grades:</i></p> <p>7.22. Evaluate how society's responses to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.</p> <p>7.65. Use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups.</p> <p>8.64. Evaluate the role of racial social constructs in the structures and functions of 21st-century American society.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Describe how people of ancient civilizations were treated differently within the same community. ● Explain why cultures changed over time. 	<p>Gender roles - attributes and expectations based on a person's sex, usually based on societal norms and values.</p> <p>Cultural identity - identification with, or sense of belonging to, a particular group based on various cultural categories, including nationality, ethnicity,</p>

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		<p>race, gender, and religion.</p> <p>Educational inequality - the unequal distribution of academic resources, including funding, quality of teachers, quality of materials and curriculum, and support systems.</p>
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ASSESSMENT AND SAMPLE TASK GUIDE

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

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

6.20. Demonstrate relationships between personal events and historical events.

Inquiry 23. Construct Compelling and Supporting Questions

6.2. Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers

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

1. What makes a person unique?
2. How does culture influence a person's daily life?
3. How does a personal timeline correlate with a world timeline?
4. How are people affected differently by the same historical event?

Sample Task #1

Timelines allow historians to sequence events. By creating their own timelines, students will be able to list and analyze connections between their lives and historical events.

In this instructional task, students will create correlating timelines displaying significant life and historical events. Students will share their timelines.

After the creation of the timelines, students will answer the following prompts in groups or in a written response:

- Choose one personal event and explain how it impacted your life.
- Choose one historical event and explain how it impacted your life.
- Identify two things you learned about a classmate's culture.

Exemplar Student Responses

Identify "look-fors" in the sample task.

A strong student response would include the following in chronological order:

- Personal milestones and/or events (minimum of 10)
- Meaningful historical events (minimum of 5)
- A beginning time and ending time

DOK

2

Blooms

Apply

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Cross-Cultural Connections

CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text or stimuli?

Societal groups from around the world, local communities, and individual self.

How are groups and individuals portrayed?

Objectively/subjectively according to source and author, and students will portray themselves based on personal perspective/experiences.

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

The timeline forces students to critically analyze events in their life and consider how historical events might have impacted them. This also allows students to share pieces of their culture and diverse backgrounds.

What supports are provided to teachers to identify blind spots?

The task allows for teachers to differentiate or scaffold to meet the individual needs of students.

How is this text or stimuli culturally/linguistically responsive?

This allows students to express their culture and individuality.

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>Question: What personal milestone are you most proud of?</p> <p>ESR: Student answers will vary.</p> <ul style="list-style-type: none"> ● Learning to read ● Receiving an award ● Play/recital 	<p>Question: What personal milestones do you have in common with your peers?</p> <p>ESR: Student answers will vary.</p> <ul style="list-style-type: none"> ● Learning to read ● Receiving an award ● Play/recital

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<ul style="list-style-type: none"> • Sports team victory • Rights of passage 	<ul style="list-style-type: none"> • Sports team victory • Rights of passage
<p style="text-align: center;">Build</p> <p style="text-align: center;"><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p style="text-align: center;">Bridge</p> <p style="text-align: center;"><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>
<p>Question: What milestones has your school/ community accomplished in your lifetime?</p> <p>ESR: Student answers will vary.</p> <ul style="list-style-type: none"> • New sports field, library, traditions • Law passed at state level • Opening of new community center/ businesses • Community festival or traditions 	<p>Question: What historical event has occurred during your lifetime? Why do you think that you were able to recall this event?</p> <p>ESR: Student answers will vary.</p> <ul style="list-style-type: none"> • Presidential elections (Kamala Harris as first female, Asian, Black VP) • Wars (Ukraine) • COVID-19 Pandemic
Suggested Student Discourse	
Question	Method
<p style="text-align: center;">What personal milestones do you have in common with your peers?</p>	<p>Type: Discussion</p> <p>Strategy: The Snowball Discussion Also known as a pyramid discussion, this strategy allows students to begin in pairs, responding to a prompt with their partner. After each partner has shared their ideas, the pair joins another pair, creating a group of four. Pairs share their ideas with the pair they just joined. Next, groups of four join together to form groups of eight, and so on, until the whole class is joined up in one large discussion.</p>
Multi-Layered System of Supports/Suggested Instructional Strategies	
<p>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p> <ol style="list-style-type: none"> 1.) Identify vocabulary words to pre-teach: <ul style="list-style-type: none"> • Vocabulary are words that are more likely to appear in text than speech. • Choose words that are <u>not</u> implicitly or explicitly defined within the text. 2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure. 	

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Instructional Supports:	
Vocabulary/Text-based Questioning:	Strategies:
<p>Vocabulary to pre-teach: timeline, perspective</p> <p>Text-dependent questions:</p> <ol style="list-style-type: none">Why do timelines differ?What factors influence a person's significant life events?	<p>Universal supports:</p> <ul style="list-style-type: none">Provide a sample of timelinesModel a timeline using personal, local, and global events <p>Targeted supports:</p> <ul style="list-style-type: none">Provide a timeline template with specific start and end timesStudents can use visual representations

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6th Grade The Environment and Early Citizens: Human Beginnings and Ancestral Cultures

Compelling Question	Inquiry Alignment
<p>How did the development of agriculture impact humans?</p>	<p>6.9. Formulate a claim based on evidence from primary and secondary sources in response to a question. 6.10. Support a claim using a variety of sources and perspectives</p>

Standards at a Glance

Theme 2: The Environment and Early Civilizations: Human Beginnings and Ancestral Cultures	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 6.22. Identify the social structures of early humans.
Economics/Personal Financial Literacy 9. Global Economy	<ul style="list-style-type: none"> 6.23. Analyze the economic impact that surpluses of food and goods have on the growth of civilizations.
Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 6.24. Compare environmental and geographic characteristics of locations of the earliest human settlements.
Geography 12. Location, Place, and Region	<ul style="list-style-type: none"> 6.25. Compare ancient cultural and early technological innovations of one early Mesoamerican and one South American civilization. 6.26. Compare cultural, political, and religious characteristics of early river valley civilizations.
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 6.27. Describe how the local environment impacts cultures and technology. 6.28. Describe how people impact the local environment.
History 16. Cause and Consequence	<ul style="list-style-type: none"> 6.29. Analyze the impact that the Agricultural Revolution had on hunter-gatherers and nomadic peoples.

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	Anchor Standard: Civics 1. Civic and Political Institutions	
<i>Grade</i>	Performance Standard(s)	
6	6.22. Identify the social structures of early humans	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Humans are social beings who live in groups rather than individually <ul style="list-style-type: none"> ○ Paleo Hunter-gatherers/ Nomads ○ Sharing food ○ Caring for infants ○ Collecting resources ○ Sharing shelter ○ Creating tools ○ Gathering at hearths ○ Important reliance on group dynamics 	<ul style="list-style-type: none"> ● What types of social structures did early humans create? ● What roles developed during the Paleolithic Age? ● Why were roles developed during the Paleolithic age?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>5.13. Examine history from the perspectives of the participants using a variety of narratives.</p>	<p><i>Future Grades:</i></p> <p>7.19. Describe how environmental factors affect human activities and resource use.</p> <p>7.23. Demonstrate how early humans compete and/or cooperate to gather and use resources.</p> <p>7.26. Explain the importance of artifacts and oral histories in understanding how prehistoric people lived.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Identify the roles of early humans and explain their interdependence. 	<p>Paleolithic - the early phase of the Stone Age</p> <p>Social structures- refers to the pattern of social relationships in society. Such structure regulates the interactions among members of the society, providing guidelines within the cultural norms for achieving the goals defined by cultural values.</p> <p>Nomads - people who move from place to place instead of living in one place all the time.</p> <p>Hearth - the area in front of a fire or fireplace.</p>	

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	Anchor Standard: Economics/Personal Financial Literacy 9. Global Economy	
Grade	Performance Standard(s)	
6	6.23. Analyze the economic impact that surpluses of food and goods have on the growth of civilizations.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Impact includes: <ul style="list-style-type: none"> ● Increased population ● Specialization of labor (no need for everyone to focus on food collection or production anymore) ● Increased levels of government organization to track food and transactions ● Trade and Barter economies ● Allowed the development of the characteristics of civilizations (i.e cities, writing system, organized government, class divisions, art and religion, etc.) 	<ul style="list-style-type: none"> ● How did a surplus of food impact the early people’s lives? ● How did a surplus of food allow the early people to work outside of farms? ● How did a surplus of food and goods improve the early people’s chances of survival? ● How did a surplus of food impact the early people economically?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>5.13. Examine history from the perspectives of the participants using a variety of narratives.</p> <p>5.19. Using examples from the Western Hemisphere, explore and illustrate the role of scarcity historically and today.</p>	<p><i>Future Grades:</i></p> <p>7.23. Demonstrate how early humans compete and/or cooperate to gather and use resources.</p> <p>7.25. Compare and contrast nomadic and semi-nomadic lifestyles.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Describe how a surplus of food allowed people to settle, specialize and develop a civilization. 	<p>Civilization - the type of culture and society developed by a particular nation or region or in a particular epoch: The ways in which people organize themselves.</p> <p>Specialization - specialization in mass production occurs when a worker repeats a single operation over and over.</p> <p>Barter - the direct trading of goods and services between people without the use of money.</p> <p>Surplus - the situation resulting when the quantity supplied exceeds that quantity demanded of a good, service, or resource.</p>

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	Anchor Standard: Geography 11. Geographic Representations and Reasoning	
<i>Grade</i>	Performance Standard(s)	
6	6.24. Compare environmental and geographic characteristics of locations of the earliest human settlements.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Compare the environments of the earliest settlements to find: <ul style="list-style-type: none"> ○ Early human settlements needed fresh-water sources ○ Early human settlements had varied natural resources ○ Early human settlements had natural borders (seas, mountains, deserts, etc.) that kept them protected ● Use physical maps to help identify the geographical features of early human settlements 	<ul style="list-style-type: none"> ● Where did early people settle? ● What are geographic similarities between the settlements of early humans? ● Why are there similarities between the settlements of early humans?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>5.23. Demonstrate how physical maps reflect the varied climate zones, landforms, bodies of water, and 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>	<p><i>Future Grades:</i></p> <p><i>7.19. Describe how environmental factors affect human activities and resource use.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Compare the natural resources and environments that allowed early settlements to thrive. 	<p>Physical maps - illustrate the physical features of an area, such as the mountains, rivers and lakes.</p>

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	Anchor Standard: Geography 12. Location, Place, and Region	
Grade	Performance Standard(s)	
6	6.25. Compare ancient cultural and early technological innovations of one early Mesoamerican and one South American civilization.	
	6.26. Compare cultural, political, and religious characteristics of early river valley civilizations.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Compare the cultural and technological innovations of the Olmecs and the Incas ● Olmec: cultural (Olmec stone heads, sculpture, temples), technological (agricultural settlements, development of maize, first calendars, Indigenous writing systems) ● Maya: cultural (reliefs of kings and gods, urban temple complexes, writing), technological (365-day agriculture-based calendar, raised bed agriculture) ● Inca: cultural (Cuzco, Machu Picchu, palaces), technological (quipu computational system, road systems, terraced agriculture) ● Aztec: cultural (gold and silver ornaments, sculpture, Tenochtitlan), technological (road systems, terraced agriculture, writing) <p>Early River Valley Civilizations developed:</p> <ul style="list-style-type: none"> ● Writing: Mesopotamia’s cuneiform, Egypt’s hieroglyphics, Indus Valley script, China’s pictographs and ideographs started on oracle bones ● Architecture: defensive walls, pyramids, temples, ziggurats, palaces ● Art: drawings, pottery, scripture, wall decorations ● Literature: Book of Songs, Book of the Dead, Epic of Gilgamesh, Rig Veda ● Religion and Government: Hammurabi and his written codes to please the gods; the pharaoh and Theocracy; the emperor and the Mandate of Heaven 	<ul style="list-style-type: none"> ● How did ancient Mesoamerican civilizations and ancient South American civilizations use the natural resources to their advantage? ● What similarities and differences can be found between the culture of ancient Mesoamericans and the culture of ancient South American civilizations? ● What similarities and differences can be found between the technological innovations of ancient Mesoamericans and the innovations of ancient South American civilizations? ● What were the cultural, political and religious characteristics of early river civilizations?

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Vertical Alignment	
<p><i>Previous Grades:</i></p> <p>5.13. Examine history from the perspectives of the participants using a variety of narratives.</p> <p>5.29. Identify how the beliefs, experiences, perspectives, and values contribute to forming points of view about civic issues.</p>	<p><i>Future Grades:</i></p> <p>8.39. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.</p>
Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Compare the culture of an ancient Mesoamerican culture to an ancient South American culture. They will be able to discuss how their religion, writing, art and traditions are similar and different. ● Compare cultural, political, and religious characteristics of early river valley civilizations such as Mesopotamia, ancient Egypt, and the Indus Valley. 	<p>Mandate of Heaven - the divine authority of the gods to rule over all of China.</p> <p>Empire - a complex political organization where a dominant central state controls weaker states.</p> <p>Veda - the religious texts which inform the religion of Hinduism.</p> <p>Code of laws - a comprehensive written statement of laws.</p> <p>Scripture - sacred writings.</p> <p>Terraced agriculture - methods of growing crops on sides of hills or mountains by planting on graduated terraces built into the slope.</p> <p>Quipu - an ancient Inca device for recording information, consisting of variously colored threads knotted in different ways.</p> <p>Maize - corn.</p> <p>Irrigation - method of bringing water to water crops.</p> <p>Hieroglyphics - system of writing made of up thousands of picture symbols.</p> <p>Pictographs - a character that stands for an object.</p> <p>Ideographs - a character that joins two or more pictographs to represent an idea.</p> <p>Oracle bones - bones used in ancient China to divine the future.</p> <p>Indigenous - the original inhabitants and the descendants of a geographical region at the time when people of different cultures or ethnic origins arrived. The new arrivals later became dominant through conquest, occupation, settlement or other means.</p>

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	Anchor Standard: Geography 14. Human-Environmental Interactions and Sustainability	
Grade	Performance Standard(s)	
6	6.27. Describe how the local environment impacts cultures and technology. 6.28. Describe how people impact the local environment.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Mesopotamia (river valley) ● Egypt (river valley) ● Norte Chico (rivers/springs formed by snowmelt) ● Indus Valley (river valley) ● Olmec (river basin) ● Aboriginal Australians (waterways and lakes, water collection) ● Environmental impacts varied in early civilizations ● Technological changes: agriculture (e.g., irrigation, plows, firestick farming), trade materials (e.g., metallurgy, pottery, woven textiles), transportation (e.g., sailboat, wheel) ● Changes and impacts to the environment; agricultural (e.g. change to the natural environment), water collection, rerouting water (e.g. levees, canals, irrigation), change of natural environment (e.g. construction), use of natural resources (e.g. mud for bricks, use of metals for tools, reed for baskets), etc. 	<ul style="list-style-type: none"> ● How did the local environments impact people’s ability to develop new technology? ● How did the local environments influence the type of technology that was created? ● How did early settlements impact the local environments? ● How did environmental changes and new technologies affect the development of agriculture?
	Vertical Alignment	
<p><i>Previous Grades:</i></p> <p><i>5.28. Examine and explain how the physical environment influences human population distribution and land use.</i></p>	<p><i>Future Grades:</i></p> <p><i>7.19. Describe how environmental factors affect human activities and resource use.</i></p> <p><i>7.23. Demonstrate how early humans compete and/or cooperate to gather and use resources.</i></p>	

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Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none">Describe the impacts the people of early times had on the environment and how the climate, resources, and structures of the environment affected civilizations.	<p>Natural resources - anything from the natural environment that people use to meet their needs.</p> <p>Levees - an embankment built to prevent the overflow of a river.</p> <p>Metallurgy - art and science of extracting metals from their ores and modifying the metals for use.</p> <p>Textiles - a type of cloth or woven fabric.</p> <p>River basin - the area of land drained by a river and its branches.</p> <p>Firestick farming - a traditional practice of the aboriginal people of Australia whereby areas of bushland or other vegetation would be deliberately set on fire at various times in order to promote new growth.</p> <p>River valley - a long, narrow region of low land between ranges of mountains, hills, or other high areas, with a river or stream running along the bottom.</p> <p>Reeds - a tall, slender-leaved plant of the grass family, which grows in water or on marshy ground.</p> <p>Adaptation - to change or tailor something to fit, humans change their environment or their way of doing something to fit their current needs or goals.</p>

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	Anchor Standard: History 16. Cause and Consequence	
Grade	Performance Standard(s)	
6	6.29. Analyze the impact that the Agricultural Revolution had on hunter-gatherers and nomadic peoples.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> • Agricultural Revolution (Neolithic Revolution) • Impact includes: <ul style="list-style-type: none"> • Settlements • Surplus of food • Specialization of labor • Social hierarchies 	<ul style="list-style-type: none"> • How did the development of agriculture allow nomadic groups to settle? • How did the Agricultural Revolution lead to the development of civilizations? • What were the positive and negative effects of agriculture on early humans?
	Vertical Alignment	
	<i>Previous Grades:</i> 5.29. Identify how the beliefs, experiences, perspectives, and values contribute to forming points of view about civic issues.	<i>Future Grades:</i> 7.23. Demonstrate how early humans compete and/or cooperate to gather and use resources. 7.25. Compare and contrast nomadic and semi-nomadic lifestyles.
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> • Explain how the Agricultural Revolution impacted early people. 	<p>Neolithic Revolution/Agricultural Revolution - was the wide-scale transition of many human cultures during the Neolithic period from a lifestyle of hunting and gathering to one of agriculture and settlement, making an increasingly large population possible.</p> <p>Specialization - specialization in mass production occurs when a worker repeats a single operation over and over</p> <p>Social hierarchies - the ranking of members in social groups based on the power, influence, or dominance they exhibit.</p>	

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ASSESSMENT AND SAMPLE TASK GUIDE

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

History 16. Cause and Consequence

6.29. Analyze the impact that the Agricultural Revolution had on hunter-gatherers and nomadic peoples.

Inquiry 25. Develop Claims

6.9. Formulate a claim based on evidence from primary and secondary sources in response to a question.

6.10. Support a claim using a variety of sources and perspectives.

This instructional task helps students helps students to analyze and develop claims around the content from Theme 2:

1. What were the impacts of agriculture for early humans?

Sample Task #2

The Agricultural Revolution (Neolithic Revolution) had a widespread impact on the history of humans. In this instructional task, students will develop a claim about the consequences of agriculture on human culture. Students will need to consider the consequences of agriculture on society, including both positive and potentially negative results, and support their claim with evidence.

Students will examine and use information from these three sources to support their claim:

- [Source A](#): Graph of population changes in the Neolithic period (pg. 19)
- [Source B](#): Image bank: Life in Paleolithic and Neolithic communities (pg. 20) / or create your own image bank for the students to analyze
- [Source C](#): Graph of changes in rates of disease (pg. 21)

Adapted from the New York State Social Studies Resource Toolkit found in [C3Teachers.org](https://www.c3teachers.org/)

Exemplar Student Responses

The claim should directly address the impact of agriculture on human culture and have two supporting pieces of evidence. The evidence should come directly from information gathered from the sources provided. Students' claims will vary but could include any of the following:

- Despite problems that developed, the rise of agriculture was a benefit to humans. One benefit was the ability to settle in one place and create permanent shelter. The people no longer had to be nomadic to survive. The new shelter they built allowed them to be more protected from the elements and predators.
- The problems associated with the growth of agriculture have been significant and undercut some of its value to human beings. While it is clear that there was human population growth, now that people were settled and around more people than ever before, disease spread, killing many. Over time, as

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people relied less and less on hunting and gathering, when there was not enough food growth, a famine occurred.

- Agriculture may have been a mistake, but it is hard to imagine what humans would have done without it. Without agriculture, humans would have continued to be nomadic. Our shelters would still be very simple. We would not have the large cities we have today.

DOK

Blooms

3

Evaluate

Cross-Cultural Connections

CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text or stimuli?

Early humans are represented.

How are groups and individuals portrayed?

There is no specific portrayal of the humans in the graphs and the photos but it does allow students to infer their lifestyles.

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

The sources force students to ask questions about the impact of agriculture upon the people, regardless of cultural or linguistic diversity.

What supports are provided to teachers to identify blind spots?

Teachers can choose to use all three or just one of the sources provided and include additional sources as needed. Suggestions have been included to help enhance the sources.

How is this text or stimuli culturally/linguistically responsive?

All students can connect with the text since all ancestors were impacted by the Neolithic Revolution, regardless of culture and location of origin.

VABB Analysis

Validate

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

Question: What is the impact of agriculture on your daily life?

Affirm

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

Question: Why does the need for agriculture sometimes get forgotten in certain communities?

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<p>ESR: Answers will vary but may include:</p> <ol style="list-style-type: none"> 1. It allows us to eat fresh food. 2. It provides food for local supermarkets. 3. It helps us to live sedentary lives. 4. It helps my family to work together to raise animals or grow crops. 5. It provides jobs for my family members. 	<p>ESR: Answers will vary but may include:</p> <ol style="list-style-type: none"> 1. When the act of growing food on farms and gardens is not seen by people in societies, they may forget that it's an important part of life. 2. Urban areas may not think about agriculture because it's not happening in their community.
<p style="text-align: center;">Build</p> <p style="text-align: center;"><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p style="text-align: center;">Bridge</p> <p style="text-align: center;"><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>
<p>Question: How are agricultural communities portrayed in social media? Are the portrayals biased or accurate? If they are not represented in social media, what does that tell us?</p> <p>ESR: Answers will vary but may include these incorrect portrayals:</p> <ol style="list-style-type: none"> 1. They are shown as uneducated. 2. They are shown as unable to work elsewhere because they do not have other knowledge. 3. They are shown as good-looking men always on horseback. 4. They are shown as men who cannot find women to date. 5. They are not represented which means they do not matter or do not exist as an important social group. <p>They may also express:</p> <ol style="list-style-type: none"> 1. These are incorrect portrayals. Farmers can be highly educated and need the education to allow their business to thrive. 2. We need farmers to survive. Without their crops, we would go hungry. 	<p>Question: How do current events shift people's views on the importance of agriculture?</p> <p>ESR: Answers will vary but may include: In times when there is a food shortage, such as wartime, pandemics, or blockades of transportation, people begin to think about food production and the stability of our food chain. In times when there is a food shortage, people begin to think about or experiment with their own growing/raising of food.</p>

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Suggested Student Discourse	
Question	Method
<p>How did the development of agriculture impact humans?</p>	<p>Type: Discussion</p> <p>Strategy: Last World Protocol</p> <p>This strategy is useful for document analysis. Each member of the group selects a passage that stuck out to them, and each member of the group must reflect on that passage before the conversation moves to the next student and passage.</p>
Multi-Layered System of Supports/Suggested Instructional Strategies	
<p>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p> <p>3.) Identify vocabulary words to pre-teach:</p> <ul style="list-style-type: none"> • Vocabulary are words that are more likely to appear in text than speech. • Choose words that are <u>not</u> implicitly or explicitly defined within the text. <p>4.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.</p>	
Instructional Supports:	
Vocabulary/Text-based Questioning:	Strategies:
<p>Vocabulary to Pre-Teach:</p> <ul style="list-style-type: none"> • Vocabulary to Pre Teach: Agriculture, Paleolithic, Neolithic, hunter-gatherers, famine, infectious disease, pandemic, dwellings, eras, rationale <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> • Why was there such a rise in population after the Neolithic Revolution? (Source C) • What inferences can you make about the inside of the Paleolithic dwelling? • What inferences can you make about the outside of the Neolithic dwelling? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> • Provide sentence starters to help students construct a framework for their claim. • Review graph reading skills before starting the assignment. <p>Targeted Supports:</p> <ul style="list-style-type: none"> • Create a graphic organizer for students to use to gather information about each source. • Create a graphic organizer for students to organize their supporting evidence.

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6th Grade Classical Eastern and Western Civilizations

Compelling Question	Inquiry Alignment
<p>How did significant innovations made during ancient times advance science, technology, and the arts?</p>	<p>6.2. Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers.</p> <p>6.6. Distinguish among fact, opinion, and reasoned judgment in a source and identify the author perspectives and possible biases.</p> <p>6.8. Evaluate the credibility of a source by determining its relevance and intended use.</p>

Standards at a Glance

Theme 3: Classical Eastern and Western Civilizations	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Content Standard <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 6.30. Describe cultural and political structures in classical eastern societies. 6.31. Describe cultural and political structures in classical western societies. 6.32. Compare and contrast classical forms of government and political structure to our current United States government and political structure.
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> 6.33. Identify rights and responsibilities of citizens and noncitizens in civic participation within the governmental systems such as monarchy, democracy, republic, and oligarchy.
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 6.34. Evaluate the lasting impact of philosophy, art, science, and technology of Classical Greece, Rome, India, and China. 6.35. Evaluate the factors that allowed classical civilizations to thrive.
History 16. Cause and Consequence	<ul style="list-style-type: none"> 6.36. Identify the political and social issues that lead to the development of new philosophies during the classical period. 6.37. Compare strategies used by classical civilizations to maintain their empires. 6.38. Compare causes of decline in the Roman, Han, and Gupta empires.
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none"> 6.39. Describe the interactions of religious and philosophical perspectives and explain their impact on European, Asian, and African societies during the classical period.

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	Anchor Standard: Civics 1. Civic and Political Institutions	
Grade	Performance Standard(s)	
6	6.30. Describe cultural and political structures in classical eastern societies.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> Mauryan-Gupta India: Buddhism replaced by Hinduism, monarchy assisted bureaucracy, social hierarchy China: civil service examination, Han China, imperial bureaucracy, social hierarchy 	<ul style="list-style-type: none"> How have the political structures of Eastern Civilizations impacted the history of the world? What role did social/class status play in the development of a civilization? What geographic factors stimulate the movement of goods, people, and ideas?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>5.13. Examine history from the perspectives of the participants using a variety of narratives.</p> <p>5.31. Explain how the treatment of groups of people in the past and present impacts who they are.</p>	<p><i>Future Grades:</i></p> <p>7.19. Describe how environmental factors affect human activities and resource use.</p> <p>7.28. Describe the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.</p> <p>8.38. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> Describe the societal structures for each civilization. Describe the class system/structures for each civilization. Describe the type of government for each civilization. Explain how political and socio-economic structures influence the movement of trade, people, and ideas. 	<p>Warring States Period - the 250-year period in ancient China with the 8 states had frequent wars.</p> <p>Silk Road - the network of trade that stretched across Asia from China to the Mediterranean Sea.</p> <p>Qin Shi Huang - emperor of the Qin Dynasty who unified China.</p> <p>Confucius - a 6th century BCE Chinese philosopher</p> <p>Tao - (Dao) the philosophical teachings that originated in the Han Dynasty.</p> <p>Reincarnation - a belief that souls are born and reborn many times, each time into a new body.</p>	

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		<p>Enlightenment - a period when reason/logical judgment was used to guide people's thoughts about society, politics, and philosophy.</p> <p>Caste system - a division of Indian society into groups based on rank, wealth, or occupation.</p> <p>Karma - in Buddhism and Hinduism, the effects that good or bad actions have on a person's soul.</p> <p>Siddhartha Gautama - as legend has it, he was a young Hindu prince who renounced his position to become the first Buddha.</p> <p>Nirvana - in Buddhism, a state of perfect peace</p> <p>Buddhism - a religion based on the teachings of the Buddha that developed in India in the 500s BCE.</p> <p>Dharma - the law or principle that governs the universe.</p>
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	Anchor Standard: Civics 1. Civic and Political Institutions	
<i>Grade</i>	Performance Standard(s)	
6	6.31. Describe cultural and political structures in classical western societies.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> Persia: development of Persian Empire under Cyrus the Great; westward expansion under Darius I, fall of Persian Empire under Xerxes I, social hierarchy Greece: democracy, Greek city-states (Golden Age of Athens), polis, rule of Pericles, Spartan rule, social hierarchy Rome: councils, empire, monarchy, patricians, plebeians, republic, Roman Empire (Pax Romana), senate, social hierarchy 	<ul style="list-style-type: none"> How have the political structures of Western Civilizations impacted the history of the world? What role did social/class status play in the development of a civilization? What geographic factors stimulate the movement of goods, people, and ideas?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>5.13. Examine history from the perspectives of the participants using a variety of narratives.</p> <p>5.31. Explain how the treatment of groups of people in the past and present impacts who they are.</p>	<p><i>Future Grades:</i></p> <p>7.19. Describe how environmental factors affect human activities and resource use.</p> <p>7.28. Describe the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.</p> <p>8.38. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> Describe the societal structures for each civilization. Describe the class system/structures for each civilization. Describe the government for each civilization. Explain how political and socio-economic structures influence the movement of trade, people, and ideas. 	<p>Homer, Socrates, Plato, Aristotle - philosophers of Ancient Greece.</p> <p>Alexander the Great - king of Macedon; conqueror of Greece and Egypt and Persia; founder of Alexandria.</p> <p>Peninsula - an area of land almost completely surrounded by water except for an isthmus connecting it with the mainland.</p> <p>Archipelago - a type of landform that consists of a</p>

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		<p>group of islands, often including similar formations like atolls or islets.</p> <p>Epic poem - a long, narrative poem that is usually about heroic deeds and events that are significant to the culture of the poet.</p> <p>Tragedy - a genre of drama focusing on stories of human suffering.</p> <p>Julius Caesar - a renowned general, politician, and scholar who was a member of the first Triumvirate and later became the dictator of Rome.</p> <p>Democracy - a type of government in which people rule themselves.</p> <p>Republic - a political system in which people elect leaders to govern them.</p> <p>Augustus Caesar - the adoptive son of Julius Caesar who became Rome's first emperor and turned it into an empire.</p> <p>Five good emperors - a series of successive rulers who were extraordinarily just, and who chose successors who they believed would follow their example—Nerva, Trajan, Hadrian, Antoninus Pius, and Marcus Aurelius.</p> <p>Constantine - reigned during the 4th century CE and is known for attempting to Christianize the Roman Empire.</p> <p>Consul - the two most powerful officials in Rome</p> <p>Veto - to reject or prohibit actions and laws of other government officials.</p> <p>Monotheism - the belief in a single god.</p> <p>Barbarian - a person from an alien land, culture, or group believed to be inferior, uncivilized, or violent.</p>
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	Anchor Standard: Civics 1. Civic and Political Institutions	
<i>Grade</i>	Performance Standard(s)	
6	6.32. Compare and contrast classical forms of government and political structure to our current United States government and political structure.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> • Greece: democracy • Rome: republic • Republic versus republic; Oligarchy versus republic; Monarchy versus republic • Justinian code, three branches of government, rule of law, citizenship requirements 	<ul style="list-style-type: none"> • How do religion and government exercise authority over people? • How does the economy affect the decision-making process? • How does trade affect people?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>5.31. Explain how the treatment of groups of people in the past and present impacts who they are.</p>	<p><i>Future Grades:</i></p> <p>7.28. Describe the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.</p> <p>8.38. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> • Describe the type of government for each civilization. • Describe the organization/structure of the U.S. government. • Compare and contrast the ancient governments and our U.S. government 	<p>Direct democracy - having the citizens as individuals vote on issues instead of elected representatives.</p> <p>Rule of law - the principle that every member of a society, even a ruler, must follow the law.</p>	

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	Anchor Standard: Civics 4. Roles and Responsibilities of Civic Life	
Grade	Performance Standard(s)	
6	6.33. Identify rights and responsibilities of citizens and noncitizens in civic participation within the governmental systems such as monarchy, democracy, republic, and oligarchy.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> Roles, rights, and responsibilities of citizens within different societies (e.g. taxes, military service, etc.) Obligations of governments to citizens in various societies (e.g. protection, relief during times of emergencies, etc.) 	<ul style="list-style-type: none"> What are the qualifications for citizenship? What civic duties/responsibilities did citizens have? What did the government provide for its citizens?
	<i>Vertical Alignment</i>	
	<i>Previous Grades:</i> 5.9. Analyze how different individuals and groups influenced the creation and interpretation of the founding documents. 5.10. Explain how the principles of the founding documents and the principle of liberty became unifying ideas of American democracy.	<i>Future Grades:</i> 8.34. Discuss the relationship between a ruler of a nation-state and the citizens of its colonies. 8.56. Evaluate how individuals and groups addressed specific problems at various levels to form a new republic.
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> Distinguish among the various types of governments of ancient civilization. Contrast the rights and responsibilities of citizens and noncitizens in the different types of government. 	<p>Monarchy - a type of government that is ruled by a king or queen.</p> <p>Oligarchy - a government in which only a few have power.</p> <p>City-state - a political unit consisting of a city and its surrounding countryside.</p> <p>Polis - the Greek word for the city-state.</p> <p>Council - a group of people that gathers for the purpose of giving advice or making decisions.</p> <p>Empire - land with different territories and peoples under a single rule.</p> <p>Patricians - the nobility in Roman society.</p> <p>Plebeians - the common people of ancient Rome.</p> <p>Aristocracy - a government that is made up of a small group of people from the highest social class in a society.</p>	

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	Anchor Standard: History 15. Historical Change, Continuity, Context, and Reconciliation	
<i>Grade</i>	Performance Standard(s)	
6	6.34. Evaluate the lasting impact of philosophy, art, science, and technology of Classical Greece, Rome, India, and China.	
6.35. Evaluate the factors that allowed classical civilizations to thrive.		
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Philosophy: Greek philosophy (Aristotle, Plato), India (Upanishads), China (Confucianism, legalism) ● Arts: architecture, drama, literature, sculpture ● Science and Technology: aqueducts, astronomy, mathematics, metallurgy ● Greece: Military strength, political structure, allies, helots ● Rome: Military strength, political structure, cultural acceptance, tributes, trade, wealth ● Han Dynasty: ruling philosophy, meritocracy ● Gupta: Size of empire, trade, wealth, mathematics, astronomy, literature, art, religion 	<ul style="list-style-type: none"> ● What role do belief systems play in a society? ● How are societal values reflected in architecture, literature, and entertainment? ● Why were ancient Chinese philosophers so influential? ● What military innovations/strategies help to build an empire? ● What are the key beliefs of Buddhism? ● What are the key beliefs of Hinduism? ● How did the teachings of Confucius influence the history of China?
Vertical Alignment		
	<i>Previous Grades:</i> <i>5.29. Identify how the beliefs, experiences, perspectives, and values contribute to forming points of view about civic issues.</i>	<i>Future Grades:</i> <i>7.26. Explain the importance of artifacts and oral histories in understanding how prehistoric people lived.</i> <i>8.86. Evaluate the impact of science and technology during the Civil War period.</i>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Explain how ancient philosophies are still influencing people of today. ● Explain why ancient plays and literature are still a part of the academic curriculum. ● Explain how scientific and technological innovations were built upon ancient 	Moral code - a written, formal, and consistent set of rules prescribing righteous behavior, accepted by a person or by a group of people. Mandate of Heaven - the divine source of authority and the right to rule of China's early kings and emperors.

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	<p>concepts.</p> <ul style="list-style-type: none">• Describe the military strategies that helped build and maintain empires.	<p>Greek theater - began in the 6th century BCE in Athens with performances and plays during religious festivals and became an influential genre of tragedies/comedies: types of plays performed at ancient Greek festivals.</p> <p>Law of the Twelve Tables - a set of laws inscribed on 12 bronze tablets created in ancient Rome in 451 and 450 BCE as a new approach to laws which were now passed by the government and written down so that all citizens might be treated equally before them.</p>
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	Anchor Standard: History 16. Cause and Consequence					
<i>Grade</i>	Performance Standard(s)					
6	6.36. Identify the political and social issues that lead to the development of new philosophies during the classical period.					
	<table border="1"> <thead> <tr> <th data-bbox="224 520 857 590"> Sample Concept/Content </th> </tr> </thead> <tbody> <tr> <td data-bbox="224 590 857 1877"> <ul style="list-style-type: none"> ● Qin China <ul style="list-style-type: none"> ● Adopts Legalism as a philosophy after Warring States Period ● Forced labor on building projects ● Strict laws and harsh punishments ● Dynastic cycles ● Han Dynasty ● Adopts Confucian philosophy after fall/conquer of Qin ● Centralized bureaucracy ● Establishes Confucian universities to train government officials ● Greece <ul style="list-style-type: none"> ● Socrates, Plato (The Republic), Aristotle ● Rome <ul style="list-style-type: none"> ○ Centralized bureaucracy ○ Public works mandated by capital, enacted by governors ○ Built extensive road system and standardized currency ○ Developed extensive law codes ○ Fall: Class inequality, decline in political leadership, economic decline, foreign invasion, overexpansion ● Han Dynasty <ul style="list-style-type: none"> ○ Rules under benevolent policies ○ Centralized bureaucracy ○ Establishes Confucian universities to train officials ○ Fall: Class inequality, decline in leadership, economic decline, foreign invasion, difficulty collecting taxes, weakened imperial court ● Gupta <ul style="list-style-type: none"> ○ Fall: foreign invasions, weakened leadership </td> </tr> </tbody> </table>	Sample Concept/Content	<ul style="list-style-type: none"> ● Qin China <ul style="list-style-type: none"> ● Adopts Legalism as a philosophy after Warring States Period ● Forced labor on building projects ● Strict laws and harsh punishments ● Dynastic cycles ● Han Dynasty ● Adopts Confucian philosophy after fall/conquer of Qin ● Centralized bureaucracy ● Establishes Confucian universities to train government officials ● Greece <ul style="list-style-type: none"> ● Socrates, Plato (The Republic), Aristotle ● Rome <ul style="list-style-type: none"> ○ Centralized bureaucracy ○ Public works mandated by capital, enacted by governors ○ Built extensive road system and standardized currency ○ Developed extensive law codes ○ Fall: Class inequality, decline in political leadership, economic decline, foreign invasion, overexpansion ● Han Dynasty <ul style="list-style-type: none"> ○ Rules under benevolent policies ○ Centralized bureaucracy ○ Establishes Confucian universities to train officials ○ Fall: Class inequality, decline in leadership, economic decline, foreign invasion, difficulty collecting taxes, weakened imperial court ● Gupta <ul style="list-style-type: none"> ○ Fall: foreign invasions, weakened leadership 	<table border="1"> <thead> <tr> <th data-bbox="857 520 1518 590"> Supporting Questions </th> </tr> </thead> <tbody> <tr> <td data-bbox="857 590 1518 1877"> <ul style="list-style-type: none"> ● How do philosophies originate? ● How do philosophies meet the needs of rulers and people? ● How did laws emerge from moral codes? ● What roles do authority, taxation, and forced-labor have in building an empire and maintaining it? ● How significant are laws, religion/belief systems, and communication networks in an expanding empire? ● What are the main causes in the decline of an empire? ● Do all empires fall? </td> </tr> </tbody> </table>	Supporting Questions	<ul style="list-style-type: none"> ● How do philosophies originate? ● How do philosophies meet the needs of rulers and people? ● How did laws emerge from moral codes? ● What roles do authority, taxation, and forced-labor have in building an empire and maintaining it? ● How significant are laws, religion/belief systems, and communication networks in an expanding empire? ● What are the main causes in the decline of an empire? ● Do all empires fall?
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Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>4.12. Describe the interactions between Indigenous people and European settlers including agriculture, cultural exchanges, alliances, and conflicts.</i></p> <p><i>5.29. Identify how the beliefs, experiences, perspectives, and values contribute to forming points of view about civic issues.</i></p>
	<p><i>Future Grades:</i></p> <p><i>8.53. Discuss the role of religion in the Thirteen Colonies and its impact on developing American identity.</i></p> <p><i>8.86. Evaluate the impact of science and technology during the Civil War period.</i></p>
Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Describe the factors that led to the social and political issues of the classical period. ● Explain how social and political issues resulted in new ways of thinking. ● Identify the influential philosophies from the classical period.
	<p>Legalism - the Chinese belief that people were bad by nature and needed to be controlled.</p> <p>Tyrant - an ancient Greek leader who held power through the use of force.</p>

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	Anchor Standard: History 16. Cause and Consequence	
<i>Grade</i>	Performance Standard(s)	
6	<p style="text-align: center;">6.37. Compare strategies used by classical civilizations to maintain their empires.</p> <p style="text-align: center;">6.38. Compare causes of decline in the Roman, Han, and Gupta empires.</p>	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Causes: class inequality, the decline in political leadership, economic decline, foreign invasion ● Roman: class inequality, the decline in political leadership, economic decline, foreign invasion, overexpansion ● Han: difficulty collecting taxes, foreign invasion, weakened imperial court ● Gupta: foreign invasion, weakened leadership 	<ul style="list-style-type: none"> ● Why do empires fall? ● How can power and wealth influence change and development? ● What are some negative impacts of a class system? ● What led to the decline of the Roman Empire? Han Dynasty? Gupta Empire?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>5.16. Create and use a chronological sequence of events and timelines to organize and analyze cause-and-effect relationships.</p>	<p><i>Future Grades:</i></p> <p>7.44. Analyze the patterns of colonization, exploration, destruction and creation that came with the occupation of the Americas by Spaniards.</p> <p>7.53. Compare and contrast the revolts and resistance movements under Spanish rule.</p> <p>8.51. Compare and contrast the efforts of the American and British governments to gain the services of African Americans with recruitment of Indigenous peoples.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Identify the social, political, and economic strategies used to maintain power. ● Describe the treatment of people from different socioeconomic status by the ruler of the classical period. ● Explain what led to decline in each empire. ● Compare and contrast the reasons for the 	<p>Social hierarchy - the division of society by rank or class.</p> <p>Inequality - the unfair situation in society in which there is an uneven distribution of opportunities and resources.</p> <p>Foreign - of another place or country.</p> <p>Invasion - incursion of an army for conquest or plunder; encroachment or intrusion in large</p>	

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	fall of the empires.	numbers.
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	Anchor Standard: Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	
<i>Grade</i>	Performance Standard(s)	
6	6.39. Describe the interactions of religious and philosophical perspectives and explain their impact on European, Asian, and African societies during the classical period.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Hinduism in India: Bhagavad Gita, Brahmanism, caste system, Vedas ● Buddhism in Asia: Buddha, Dhammapada, Four Noble Truths, the Noble Eightfold Path ● Judaism in the Middle East: Abraham, Talmud, Torah, Moses ● Christianity in Europe: the Bible, Great Schism, Jesus Christ, Ten Commandments ● Confucianism in China: The Analects, Confucius, filial piety ● Daoism in China: Dao De Jing, Laozi, wu wei, yin and yang ● Islam in the Middle East: Five Pillars of Islam, Muhammad, Qur'an, Shari'a law, Sunni-Shiite split ● Greece: Philosophies of Aristotle, Socrates, Plato ● Rome: Roman polytheism vs. Monotheistic Judaism/Christianity ● China: Qin legalism vs. Han Confucianism 	<ul style="list-style-type: none"> ● What role did religion and philosophy play in the development of classical societies? ● How does religion differ among the ancient civilizations? ● What impact did religious beliefs have on society? ● How do religion and philosophy correlate?
	Vertical Alignment	
	<p><i>Previous Grade:</i></p> <p>5.29. Identify how the beliefs, experiences, perspectives, and values contribute to forming points of view about civic issues.</p>	<p><i>Future Grades:</i></p> <p>8.62. Describe the influence of diverse ideologies on politics, society, and culture in early U.S. history.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development

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	<ul style="list-style-type: none">● Identify the religious perspective of the classical period.● Identify the philosophical perspectives of the classical period.● Describe how religion and philosophy can merge.● Explain how religion and philosophy impacted the classical civilizations.	<p>Monotheistic - believing in one god.</p> <p>Polytheistic - believing in many gods/goddesses.</p> <p>Talmud - a set of commentaries and lessons for everyday life in Judaism.</p> <p>Filial piety - (in Confucianism) the important virtue and primary duty of respect, obedience, and care for one's parents and elderly family members.</p>
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ASSESSMENT AND SAMPLE TASK GUIDE

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

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

- 6.39. Describe the interactions of religious and philosophical perspectives and explain their impact on European, Asian, and African societies during the classical period.

Inquiry 23. Construct Compelling and Supporting Questions

- 6.2. Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers.
- 6.8. Evaluate the credibility of a source by determining its relevance and intended use.

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

How did religious beliefs and philosophical concepts influence societies?

What are the roles of ancient religions and philosophies in establishing and maintaining a civilization?

Sample Task #3

Ancient religions, like Buddhism and Islam, and philosophies, like those of Aristotle and Plato, had a profound impact on ancient societies, and some of those concepts are the foundation for modern policies. Students will choose two ancient civilizations and create a cause-and-effect flowchart or graphic organizers for each in which they explain how the *new* (to the time period) religious belief or *new* philosophical thought/concept influenced the societal structures and/or government of the civilization.

- Confucianism, Daoism, and [Legalism during the Zhou and Qin dynasties](#)
- [Buddhism during Han dynasty](#)
- Mythologies and [philosophies of Ancient Greece](#)
- [Philosophy and the Republic of Ancient Rome](#)
- [Islam and political/religious positions in African empires](#)
- [Religious symbolism and rituals](#)

The explanation will demonstrate how religion and/or philosophy change a society's way of doing things, such as establishing new laws or changing the view of the societal class system.

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Exemplar Student Responses

A strong student response/product should explain how a particular religion or philosophy directly impacted society as a whole. (Responses will vary)

Before/Cause →	Religion/Philosophy →	Effect/outcome
The Zhou Dynasty crumbled and created chaos. The power struggle between ruling-class families left China unstable and disordered.	Legalism, along with Confucianism and Daoism, was a political-philosophical response to restore order in China	Established with the belief that people are inherently bad, Legalists thought that strict laws and harsh punishments would yield unity and government efficiency. This led to the practice of authoritarianism.
As the Han dynasty became less stable, life in China became uncertain and violent.	Buddhism, along with Daoism and Confucianism, provided hope for a better life	Using some Daoist concepts, Buddhist missionaries were able to share their Buddhist beliefs. The appeal of the immortality of the soul through strict spiritual practices and rituals converted peasants and emperors. The text was translated into Chinese.
Greeks worshiped many gods and goddesses, and their actions explained many mysteries of the world.	Aristotle and Logic: Aristotle believed that knowledge, not actions of gods and goddesses, will explain human qualities and phenomena of nature. He believed in living in moderation, using reason to govern self, and establishing facts based on logic.	Aristotle's advancements in the field of logic inspired many Greek scientists. Many ideas and scientific reasoning are the root of modern philosophy, law, and science.
The Roman Republic was in a crisis because only the rich were benefiting from the expansion of the empire.	Cicero's political philosophy tried to restore the checks and balances of the government while providing the people with philosophical knowledge to make decisions for themselves.	Cicero attempted to make the Roman government better than the Greek. He was too late, and the Republic fell to Caesar. The ideal of Cicero's republic was a government with practical laws.
As Muslim leaders united Arabia, they then conquered lands in Central Asia and in northern India and gaining control of trade in the eastern Mediterranean. The Muslims turned toward Africa to expand their empire.	Conquest, trade, and Islam: The Muslims expanded their empire into northern Africa while Arab merchants traded goods.	Muslims conquered Northern Africa, and many tribal members converted to Islam, adopted their culture and language, and it unified the Islamic world.

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DOK	Blooms
2	Apply
Cross-Curricular Connections	
<p><u>CCSS.ELA-LITERACY.RI.6.1</u> <i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i></p>	
Culturally and Linguistically Responsive Teaching and Learning	
<p>Who is represented in the text or stimuli? Many different historical figures from different civilizations can be represented in this task. They may include: Confucius, Laozi, Han Fei Zi, Shi Huangdi, Siddhartha Gautama, Socrates, Plato, Aristotle, Alexander the Great, Cicero, Julius Caesar, Muhammad, and the Berbers.</p> <p>How are groups and individuals portrayed? Each of the individuals and groups are recognized for their role in and contribution to society and history.</p> <p>Does the text, or stimuli, provoke critical questions about cultural and linguistic diversity, especially within marginalized communities? The texts are differentiated by groups from around the world, and students will understand that ancient history includes the Chinese, Indians, Arabs, Africans, Greeks, Romans, and many more diverse communities. The blending of cultures and languages led to innovations in all aspects of society.</p> <p>What supports are provided to teachers to identify blind spots? The sample list of resources is not all-inclusive; teachers can supplement this task with their classroom textbook or online sources.</p> <p>How is this text or stimuli culturally/linguistically responsive? By identifying the causes and effects of certain religions and/or philosophies, students can make the connection of exploration and expansion as means of sharing cultures, goods, and languages.</p>	

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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>
Question: What religious practices are observable in your community? ESR: Student answers will vary.	Question: What religious practices are <i>not as</i> observable in your community? ESR: Student answers will vary
Build <i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	Bridge <i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
Question: What are some things you could do to become more culturally aware? ESR: Student answers will vary, but could include, conducting research, speaking to people of different backgrounds, attending cultural events, etc.	Question: What are some examples of cultures interacting or blending from movies or literature, or your own life that have led to cooperation or conflict? ESR: Student answers will vary.

Suggested Student Discourse

Question	Method
How did religious beliefs and philosophical concepts influence societies?	Type: Dialogue Strategy: S.P.I.D.E.R. Web Discussion A Harkness type dialogue in which a question or topic is posed and students engage in a whole group dialogue, while the teacher maps the discussion with discourse codes in order to collect data and provide immediate feedback. The SPIDER Web discussion holds students right in the center of the learning, and helps them take ownership of their learning, while holding them accountable for participating.

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Multi-Layered System of Supports/Suggested Instructional Strategies	
<p>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p> <p>5.) Identify vocabulary words to pre-teach:</p> <ul style="list-style-type: none"> ● Vocabulary are words that are more likely to appear in text than speech. ● Choose words that are <u>not</u> implicitly or explicitly defined within the text. <p>6.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.</p>	
Instructional Supports	
Vocabulary/Text-based Questioning:	Strategies:
<p>Vocabulary to Pre-Teach:</p> <ul style="list-style-type: none"> ● Vocabulary to Pre Teach: Cause/effect, religion, philosophy, impact, influence <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> ● What is the difference between religion and philosophy? ● What purpose do religion and philosophy fulfill for a civilization? ● What are the lasting impacts of ancient religions and philosophies? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Provide Cause-and-effect flow chart or graphic organizer templates <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Provide a graphical representation as an alternative or as a supplement to the text. ● Use multiple examples and non-examples to emphasize the relationship between cause and effect.

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Grade (Band) and Theme

Compelling Question	Inquiry Alignment
To what extent do innovations and systems impact societies?	<ul style="list-style-type: none"> 6.2. Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers. 6.4. Generate relevant questions to be answered by historical inquiry that allow for multiple approaches of exploration.

Standards at a Glance

Theme 4: Post-classical Societies and Trade Networks	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to</i>
Economics/ Personal Financial Literacy 5. Economic Decision Making	<ul style="list-style-type: none"> 6.40. Describe the distribution of resources among classes in the feudal hierarchy of European and Asian societies.
Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none"> 6.41. Identify and compare the movement of key religions and philosophies over time.
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 6.42. Analyze the significance of innovations such as scientific, mathematical, and technological in European, African, and Asian societies. 6.43. Explain how religion and philosophy shaped European, Asian, and African societies during the post-classical period.
History 16. Cause and Consequence	<ul style="list-style-type: none"> 6.44. Explain what led to the emergence of European feudalism.
Theme 4: Post-classical Societies and Trade Networks (<i>continued</i>)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Economics/Personal Financial Literacy 5. Economic Decision Making	<ul style="list-style-type: none"> 6.45. Describe how trade networks and the transfer of goods and ideas linked post-classical societies. 6.46. Explain the role of trade in the development and growth of societies.
Economics/Personal Financial Literacy 8. Money and Markets	<ul style="list-style-type: none"> 6.47. Explain how the interaction between producers and consumers in the trade networks satisfied economic wants and needs.
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 6.48. Compare how regional environments impacted the advances of technology for travel and trade.

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 Grade	Anchor Standard: Economics/ Personal Financial Literacy 5. Economic Decision Making	
Performance Standard(s)		
6	6.40. Describe the distribution of resources among classes in the feudal hierarchy of European and Asian societies.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> Roles: King-Lords, Lords-Knight, Knights-Peasants (serfs) Fiefs, manors, food Military service, protection, homage 	<ul style="list-style-type: none"> What is the role of each member in the feudal system? How are these roles connected to each other? What are the similarities and differences of the European and Asian feudal systems?
	Vertical Alignment	
	<i>Previous Grades:</i> 5.13. Examine history from the perspectives of the participants using a variety of narratives.	<i>Future Grades:</i> 7.16. Explain how tribal, state, and local government agencies work to sustain resources in New Mexico.
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> List and describe the role for each member of the feudal system (European and Asian). Explain how each role is connected to the roles of the system (European and Asian). Compare and contrast the Feudal systems of European and Asian societies. 	<p>Feudal system - a system of land management in which the king divides territory to a lord/noble; the lord/noble receives protection from a knight; serfs work the land for food and protection.</p> <p>Fief - the tract of land used in the feudal system.</p> <p>Manor - the large house in which the lord of the fief resides.</p>	

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	Anchor Standard: Geography 13. Movement, Population, and Systems	
<i>Grade</i>	Performance Standard(s)	
6	6.41. Identify and compare the movement of key religions and philosophies over time.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Growth of Imperial States: caliphate, ● Expanding Trade: gold for salt ● Spread of Ideas/innovations: religion (Islam), languages (Swahili, Arabic), iron technologies, bureaucratic administration, and literacy 	<ul style="list-style-type: none"> ● What is a caliphate? ● Why were gold and salt so highly prized? ● What are the key details of Islam? ● What ideas and innovations were associated with this time period and culture?
	Vertical Alignment	
	<i>Previous Grades:</i> 5.29. Identify how the beliefs, experiences, perspectives, and values contribute to forming points of view about civic issues.	<i>Future Grades:</i> 7.41. Analyze the movement of people, goods, and ideas across the world during the Age of Exploration.
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Describe the role of the caliphate. ● Explain why gold and salt were highly prized. ● Describe the religion of Islam including the founder, sacred text, major beliefs, and holidays. ● List and explain the achievements of this time period and culture. 	Caliphate - Muslim ruler. Bureaucracy - a group of officials that work together to run the government.	

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	Anchor Standard: History 15. Historical Change, Continuity, Context, and Reconciliation	
<i>Grade</i>	Performance Standard(s)	
6	6.42. Analyze the significance of innovations such as scientific, mathematical, and technological in European, African, and Asian societies.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Abbasid Dynasty: algebra, Arabic numerals, geometry, mathematics, first camera ● Indian Gupta Empire: astronomy, coinage, mathematical concepts, medicine ● Chinese Tang and Song Dynasties: gunpowder, magnetic compass, rockets, canons, porcelain, printing, silk, papermaking ● Europe: Major technological developments improved transportation and communication networks; better shipbuilding technology improved the speed and capacity of seagoing vessels; Portuguese developed the caravel, which was useful for navigating the difficult winds. 	<ul style="list-style-type: none"> ● What were major achievements of the Abbasid Dynasty, Indian Gupta Empire, Tang, and Song Dynasties, and Europe? ● How did each innovation impact its area? ● How do we continue to see these innovations reflected into today's society? ● What did these Empires and Dynasties have in common in regards to the innovations? ● What factors allowed some societies to innovate while others stagnated?
	Vertical Alignment	
	<i>Previous Grades:</i> 5.13. Examine history from the perspectives of the participants using a variety of narratives.	<i>Future Grades:</i> 7.55. Describe key figures that have made significant contributions to an individual culture.
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● List and explain the impact of the innovations of the Abbasid Dynasty. ● List and explain the impact of the innovations of the Indian Gupta Empire. ● List and explain the impact of the innovations of the Tang and Song dynasties 	<p>Geometry - the branch of mathematics concerned with the properties and relations of points, lines, surfaces, solids, and higher dimensional analogs.</p> <p>Astronomy - the branch of science that deals with celestial objects, space, and the physical universe as a whole.</p> <p>Porcelain - a white vitrified translucent ceramic; china.</p>	

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	Anchor Standard: History 15. Historical Change, Continuity, Context, and Reconciliation	
Grade	Performance Standard(s)	
6	6.43. Explain how religion and philosophy shaped European, Asian, and African societies during the postclassical period.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Compare major figures, sacred texts, and basic beliefs (ethnic vs. universalizing; monotheistic vs. polytheistic) among religions; case studies of continuity of local Indigenous belief systems or animistic religions: <ul style="list-style-type: none"> ○ Hinduism in India: Bhagavad Gita, Brahmanism, caste system, Vedas ○ Buddhism in Asia: Buddha, Dhammapada, Four Noble Truths, the Noble Eightfold Path ○ Judaism in the Middle East: Abraham, Talmud, Torah, Moses ○ Christianity in Europe: the Bible, Great Schism, Jesus Christ, Ten Commandments ○ Islam in the Middle East:, Northern Africa, Five Pillars of Islam, Muhammad, Qur'an, Shari'a law, Sunni-Shiite split 	<ul style="list-style-type: none"> ● What are the key components of Hinduism? ● What are the key components of Buddhism? ● What are the similarities of Hinduism and Buddhism? ● What are the key components of Judaism? ● What are the key components of Christianity? ● What are key components of Islam? ● What are the similarities and differences of Judaism, Christianity, and Islam?
	Vertical Alignment	
<p><i>Previous Grades:</i></p> <p>5.29. Identify how the beliefs, experiences, perspectives, and values contribute to forming points of view about civic issues.</p>	<p><i>Future Grades:</i></p> <p>8.53. Discuss the role of religion in the Thirteen Colonies and its impact on developing American identity.</p> <p>8.62. Describe the influence of diverse ideologies on politics, society, and culture in early U.S. history.</p>	

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Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Describe the key details of each religion: Hinduism, Buddhism, Judaism, Christianity, and Islam. ● Compare and contrast Hinduism and Buddhism. ● Compare and contrast Judaism, Christianity, and Islam. 	<p>Monotheism - the doctrine or belief that there is only one God.</p> <p>Polytheism - the belief in or worship of more than one god.</p> <p>Caste system - one of the hereditary social classes in Hinduism that restrict the occupation of their members and their association with the members of other castes.</p> <p>Reincarnation - the belief that the soul, upon the death of the body, comes back to earth in another body or form.</p> <p>Karma - the cosmic principle according to which each person is rewarded or punished in one incarnation according to that person's deeds in the previous incarnation.</p> <p>Moksha - breaking the cycle of reincarnation.</p> <p>Four Noble Truths - principles of Buddhism to end suffering.</p> <p>Eightfold Path - the path Buddhists follow to achieve enlightenment/nirvana.</p> <p>Enlightenment/Nirvana - achieving the end of suffering in Buddhism.</p> <p>Passover - Jewish holiday celebrating when the Israelites were spared.</p> <p>Hanukkah - Jewish holiday celebrating the rededication of the Temple; lasts for 8 days.</p> <p>Great Schism - the formal splitting of the Western and Eastern church.</p>

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	Anchor Standard: History 16. Cause and Consequence	
Grade	Performance Standard(s)	
6	6.44. Explain what led to the emergence of European feudalism.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Patriarchy, religion, land-owning elites, church authority, the spread of Christianity, illiteracy, warfare, need for protection ● Innovations: taxation, tributary system, religious institutions, Age of Chivalry, manorial system 	<ul style="list-style-type: none"> ● What was life like in Europe during this time? ● How did the Church impact everyday life? ● What does “chivalry” look like? ● Why were taxes created? ● How are taxes the same or different for us today?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>5.13. Examine history from the perspectives of the participants using a variety of narratives.</p>	<p><i>Future Grades:</i></p> <p>9-12.WH.19. Trace political, intellectual, religious, artistic, technological, economic, and social developments in historical periods as well as within individual societies.</p> <p>9-12.WH.24. Distinguish between long-term and short-term causes in developing historical interpretations.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Describe life before feudalism. ● Explain how the teachings of the Church impacted daily life. ● Describe the impact of Christianity on Europeans. ● Explain the pros and cons of how the innovations impacted people’s lives. 	<p>Feudal system - the king as his personal property kept one quarter, some was given to the church and the rest was rented out. In this system a lord swears allegiance to the king in return for protection. A lord took in serfs who paid homage to him and took the same oath. This system would continue to the lower and lower classes that would work for fiefs or land.</p> <p>Patriarchy - a system of society or government in which the father or eldest male is head of the family and descent is traced through the male line.</p> <p>Chivalry - the combination of qualities expected of an ideal knight, especially courage, honor, courtesy, justice, and a readiness to help the weak.</p> <p>Manorial system - a system of economic, social, and political organization based on the medieval manor in which a lord enjoyed a variety of rights over land and tenants.</p>	

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	Anchor Standard: Economics/Personal Financial Literacy 5. Economic Decision Making	
<i>Grade</i>	Performance Standard(s)	
6	6.45. Describe how trade networks and the transfer of goods and ideas linked post-classical societies.	
	6.46. Explain the role of trade in the development and growth of societies.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Silk Road Luxury Goods: cotton textiles, silk, bamboo, spices, porcelain, precious metals and gems ● Silk Road Transportation Innovations: China’s Grand Canal, magnetic compass, saddle and stirrup ● Silk Road Ideas Exchange: gunpowder, movable type, papermaking, religion, and medicine ● Trans-Saharan Luxury Goods: gold, ivory, and salt ● Trans-Saharan Transportation Innovations: camel saddles and caravans ● Trans-Saharan Ideas Exchange: religion, science, and metalsmithing ● Indian Ocean Luxury Goods: cotton textiles, spices, pepper, rice, timber, wheat, sugar, animals, and precious metals/gems ● Indian Ocean Transportation Innovations: astrolabe, sails, monsoon season predictability, Junks (larger ships), ● Indian Ocean Ideas Exchange: religion, credit and monetization, and religion ● Economic principles: surplus, capital, natural resources, human resources, scarcity, want and needs, taxation, specialization, and competition 	<ul style="list-style-type: none"> ● What goods were transported on the Silk Road? ● How did these innovations impact the people of the time? ● How do those innovations impact us, if at all? ● What are the basics of economic principles?

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<i>Vertical Alignment</i>	
<p><i>Previous 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>	<p><i>Future Grades:</i></p> <p>7.60. Investigate the use of trade routes and systems to analyze the economic impact they had on New Mexico as well as those who traded with New Mexicans.</p>
Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Explain how ideas, goods, and services are transferred through trade. ● Explain the significance of each major trade route: Silk Road, Trans-Saharan, and the Indian Ocean. 	<p>Silk Road - a network of historical trade routes across Asia and Europe, connecting east Asia with the Mediterranean Sea.</p> <p>Surplus - having excessively more than needed.</p> <p>Capital - the wealth, whether in money or property, owned or employed in business by an individual, firm, corporation, etc.</p> <p>Natural resources - resources that grow or exist naturally.</p> <p>Scarcity - the demand for a good or service is greater than the availability of the good or service.</p> <p>Wants - things that people desire.</p> <p>Needs - those things that everyone must have to survive.</p> <p>Taxation - required payments of money made to governments by households and business firms.</p> <p>Specialization - the situation in which a nation produces a narrower range of goods and services than they consume/specialization in mass production occurs when a worker repeats a single operation over and over.</p> <p>Competition - businesses that sell similar or like products.</p>

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	Anchor Standard: Economics/Personal Financial Literacy 8. Money and Markets	
<i>Grade</i>	Performance Standard(s)	
6	6.47. Explain how the interaction between producers and consumers in the trade networks satisfied economic wants and needs.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Access to Luxury Goods; art, gold, jewelry, pottery, silk ● Access to “New” Foods; spices, olive oil, wine ● Access to “New” Transportation: Junks/ships, domesticated camels, horse ● Access to “New” Ideas: Islam, Buddhism, medicine, languages, and scientific learning 	<ul style="list-style-type: none"> ● What goods, services, and ideas were produced and consumed on the major trade routes? ● How did geography impact new ideas/goods getting from one place to another?
	Vertical Alignment	
	<i>Previous Grades:</i> 5.21. Identify and compare the major natural resources and industries of two or more countries in Western Hemisphere.	<i>Future Grades:</i> 7.61. Describe how the movement of people influenced the division and control of resources.
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Describe the relationship between producers and consumers. ● Explain the difference between <i>need</i> and <i>want</i>. ● Explain how access to new resources impacted perceptions of the East. 	Producer - people who use resources to make goods and services. Consumer - a customer who buys the products or services a business produces.	

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	Anchor Standard: Geography 14. HumanEnvironmental Interactions and Sustainability	
Grade	Performance Standard(s)	
6	6.48. Compare how regional environments impacted the advances of technology for travel and trade.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> • Geographical features: Sahara Desert, Indian Ocean, Gobi Desert • Diasporic Communities: migrant/traveler/trader culture and Indigenous cultures, • Silk Road Transportation Innovations: China’s Grand Canal, magnetic compass, saddle and stirrup • Access to “New” Transportation: Junks/ships, domesticated camels, horse • Indian Ocean Transportation Innovations: astrolabe, sails, monsoon season predictability, Junks (larger ships) • Trans-Saharan Transportation Innovations: camel saddles and caravans 	<ul style="list-style-type: none"> • How do the geographical features of a place determine its accessibility? • What innovations in travel and trade allow for an increase in the movement of people? • How do interregional travelers illustrate the extent or limitations of intercultural knowledge and understanding?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>5.23. Demonstrate how physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.</p>	<p><i>Future Grades:</i></p> <p>7.19. Describe how environmental factors affect human activities and resource use.</p> <p>8.14. Create maps, charts, infographics, or other visual media that communicate research findings or other significant information digitally or on paper.</p> <p>8.29. Define a region by its human and physical characteristics.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> • Analyze maps to explain how regional environments impact travel and trade networks. 	<p>Astrolabe - an instrument used to make astronomical measurements (altitudes of celestial bodies) and in navigation for calculating latitude.</p> <p>Region - an area that shares common characteristics. Regions can be physical regions; land formations and climate; human traits can make up a region such as a language, religion, history, and political boundaries.</p>	

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		<p>Caravan - a group of people, especially traders or pilgrims, traveling together across a desert in Asia or North Africa.</p> <p>Trade network - a pattern of economic exchange between companies or countries.</p> <p>Diaspora - the dispersion of any people from their original homeland; the dispersion of the Jewish people beyond Israel.</p> <p>Indigenous - the original inhabitants and the descendants of a geographical region at the time when people of different cultures or ethnic origins arrived. The new arrivals later became dominant through conquest, occupation, settlement or other means.</p> <p>Trans-Saharan - trade requires travel across the Sahara between sub-Saharan Africa and North Africa.</p> <p>Domesticated - the process of taming an animal and keeping it as a pet or on a farm.</p>
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ASSESSMENT AND SAMPLE TASK GUIDE

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

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

- 6.42. Analyze the significance of innovations such as scientific, mathematical, and technological in European, African, and Asian societies.

Inquiry 26. Communicate and Critique Conclusions:

- 6.13. Use applicable presentation technology to communicate research findings or other significant information.

Sample Task #4

SUGGESTED AS A CULMINATING TASK AFTER ALL THE SOCIETIES HAVE BEEN TAUGHT:

- Students will choose an innovation from this theme and create a marketing sales pitch for the product. This will create a way for students to analyze the significance of the innovation and how/if it impacted society
- Students (independently or in groups) can choose from a digital pitch (google slides, PPT, etc.) or poster-board style. They will conduct research to support their arguments in the sales pitch.
- After completing the research and project, students will be able to answer the following questions:
 - How was your innovation created?
 - Which group found the innovation most useful/purposeful?
 - Is your innovation still in use today (original or modified if applicable)
- Optional resources for research database:
 - <https://learninglab.si.edu/>
 - <https://www.britannica.com/>

Exemplar Student Responses

Each presentation must include, but is not limited to:

- target audience (nobles, serfs, farmers, etc.)
- 2 or more images of the innovation
- 2 or more ways the innovation will improve life for the targeted audience
- at least one social media platform advertising/promoting the innovation

DOK

4

Blooms

Create

Cross-Curricular Connections

CCSS.ELA-LITERACY.RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

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Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text or stimuli?

Members from the social classes of European, African, or Asian societies.

How are groups and individuals portrayed?

Individuals are categorized politically, socially, and economically.

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

The research component requires students to seek out characteristics of the different social classes within the feudal system. The presentation component allows students to demonstrate creativity, critical thinking, and connections in a differentiated way with options of choice in multiple areas.

What supports are provided to teachers to identify blind spots?

The task allows for teachers to differentiate by mode of presentation, students have a choice in presentation, and teachers can modify the number or style of requirements for different learners.

How is this text or stimuli culturally/linguistically responsive?

This allows students to express individuality and creativity in their presentation method. It also allows students the autonomy of choice allowing their preferences to be shown.

VABB Analysis

<p>Validate</p> <p><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p>	<p>Affirm</p> <p><i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i></p>
<p>Question: Which innovation from the presentations reminded you of a personal connection?</p> <p>ESR: Student response will vary.</p>	<p>Question: How have these innovations impacted your life?</p> <p>ESR: Some of these inventions are still around. We use math and science systems on a regular basis.</p>
<p>Build</p> <p><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p>Bridge</p> <p><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>
<p>Question: Create a meme about the feudal system.</p> <p>ESR: Student response will vary.</p>	<p>Question: How have some of these innovations been modified over time?</p> <p>ESR: Student response will vary</p>

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Suggested Student Discourse	
Question	Method
<p>How have these innovations impacted your life?</p>	<p>Type: Discussion</p> <p>Strategy: Turn and Talk: The Teacher Toolkit A routine that increases opportunities for all students to participate in discussion simultaneously in order to make predictions or process new learning in a low risk environment</p>
Multi-Layered System of Supports/Suggested Instructional Strategies	
<p>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p> <p>7.) Identify vocabulary words to pre-teach:</p> <ul style="list-style-type: none"> • Vocabulary are words that are more likely to appear in text than speech. • Choose words that are <u>not</u> implicitly or explicitly defined within the text. <p>8.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.</p>	
Instructional Supports	
Vocabulary/Text-based Questioning:	Strategies:
<p>Vocabulary to pre-teach: target audience, marketing</p> <p>Text-dependent questions:</p> <ul style="list-style-type: none"> • Who created this innovation and when? • Why was this innovation created? • Has the innovation survived since it was created? 	<p>Universal supports:</p> <ul style="list-style-type: none"> • Provide an example presentation using one of the innovations • Provide a graphic organizer for the research and presentation template <p>Targeted supports:</p> <ul style="list-style-type: none"> • Create a pre-generated list of 3-5 innovations • Provide presentation template with instructions on each slide

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6th Grade Encounters and Exchanges

Compelling Question	Inquiry Alignment
<p>When does one person’s personal belief system supersede another’s?</p>	<p>6.4. Generate relevant questions to be answered by historical inquiry that allow for multiple approaches of exploration.</p> <p>6.16. Explain the challenges and opportunities people from the past faced when taking action to address problems.</p>

Standards at a Glance

Theme 5: Encounters and Exchanges: 600 CE–1300 CE

Anchor Standard <i>The student demonstrates an understanding of</i>	Performance Standard <i>Therefore, the student is able to:</i>
Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 6.49. Use maps to explain how encounters and exchanges linked the world.
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 6.50. Examine instances of conflict and oppression in Medieval times as well as responses to these violations.
History 16. Causes and Consequence	<ul style="list-style-type: none"> 6.51. Analyze the diffusion and the social, political, and economic effects of the Black Death.
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 6.52. Examine and explain how the perspectives and encounters between Christians, Muslims, and Jews impacted individuals and society.

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	Anchor Standard: Geography 11. Geographic Representations and Reasoning	
Grade	Performance Standard(s)	
6	6.49. Use maps to explain how encounters and exchanges linked the world.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Find maps of the following: <ul style="list-style-type: none"> ○ Encounters: Mongol invasions, Crusades, trade routes like the Silk Road, the spread of the Black Death, Marco Polo’s travels, etc. ● Discuss the exchanges including diseases like the Black Death, food products, new materials (silk), skills, spices, new innovations, etc. ● Discuss the links: Marco Polo explorations, reopening of the Silk Road, the spread of religions, connections made between continents 	<ul style="list-style-type: none"> ● How do maps help us identify encounters and exchanges during this period? ● How did war or trade spark or spread new ideas? ● How did new encounters and exchanges amongst different societies impact the people? ● How did Marco Polo’s travels impact the Eastern and Western worlds?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>5.26. Use geographic and place-based vocabulary to communicate locations and navigate from one place to another.</i></p>	<p><i>Future Grades:</i></p> <p><i>7.19. Describe how environmental factors affect human activities and resource use.</i></p> <p><i>7.30. Explain early trade networks and their impact on cultural groups.</i></p> <p><i>7.41. Analyze the movement of people, goods, and ideas across the world during the Age of Exploration</i></p> <p><i>8.45. Discuss how the exchanges of resources and culture across civilizations led to the emergence of a global society.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Analyze and explain how access to different parts of the world changed perceptions and innovations 	<p>Crusades - any of the military expeditions undertaken by European Christians in the 11th, 12th, and 13th centuries to recover the Holy Land from the Muslims. Also, a vigorous concerted movement for a cause or against an abuse.</p>	

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 Grade	Anchor Standard: History 15. Historical Change, Continuity, Context, and Reconciliation	
6	Performance Standard(s)	
	6.50. Examine instances of conflict and oppression in Medieval times as well as responses to these violations.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> • The Franks (Charlemagne) versus the Saxons, Viking Invasions • The Inquisition • Antisemitism • Power of the Catholic Church • Creation of the Magna Carta 	<ul style="list-style-type: none"> • What was the major conflict between the Franks and the Saxons? • What was the desired outcome for each group? • What was the purpose of the Inquisition? • What events led to antisemitism? • How did the Church use its power to influence the lifestyle and culture of Europeans? • What was the purpose of the Magna Carta?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>5.12. Explore inequity throughout the history of the United States and its connection to conflict that arises today.</p> <p>5.29. Identify how the beliefs, experiences, perspectives, and values contribute to forming points of view about civic issues.</p>	<p><i>Future Grades:</i></p> <p>7.44. Analyze the patterns of colonization, exploration, destruction, and creation that came with the occupation of the Americas by Spaniards.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> • Describe the conflicts caused by the Franks, Saxons, and Vikings. • Explain the intentions and consequences of the Inquisition. • Explain how and why anti-semitism became prominent. • Analyze and explain how the Catholic Church used its power to influence Europeans. 	<p>Antisemitism - hostility to or prejudice against Jewish people.</p> <p>The Inquisition - an organization in the Roman Catholic Church in the past that was responsible for finding and punishing people who did not accept its beliefs and practices.</p> <p>Magna Carta - a charter of rights agreed to by King John of England in 1215 so that English monarchs could no longer rule with absolute power.</p>	

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	Anchor Standard: History 16. Causes and Consequence	
Grade	Performance Standard(s)	
6	6.51. Analyze the diffusion and the social, political, and economic effects of the Black Death.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> • Bubonic Plague - causes and spread • Social: reduced power of the church, weakened feudalism • Political: increased political rights to commoners, laws to freeze wages, weakened autonomy of landlords • Economic: high wages, inflation, labor shortage, plague spread through established trade routes 	<ul style="list-style-type: none"> • What was the Black Death? How did it spread? • How did life change for people after the pandemic? • How did the Black Death lead to the decline of feudalism? • What were the positive and negative effects of the Black Death?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>4.24. Explain why various individuals and groups during the same historical period differed in their perspectives towards significant historical events.</p> <p>5.31. Explain how the treatment of groups of people in the past and present impacts who they are.</p>	<p><i>Future Grades:</i></p> <p>7.44. Analyze the patterns of colonization, exploration, destruction, and creation that came with the occupation of the Americas by Spaniards.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> • Explain how the Black Death impacted Europeans socially. • Explain how the Black Death impacted Europeans politically. • Explain how the Black Death impacted Europeans economically. 	<p>Diffusion - spread.</p> <p>Plague - a contagious bacterial disease characterized by fever and delirium, typically with the formation of buboes (<i>bubonic plague</i>) and sometimes infection of the lungs (<i>pneumonic plague</i>).</p> <p>Feudalism - the dominant social system in medieval Europe, in which the nobility held lands from the Crown in exchange for military service, and vassals were in turn tenants of the nobles, while the peasants (<i>villeins</i> or <i>serfs</i>) were obliged to live on their lord's land and give him homage, labor, and a share of the produce, notionally in exchange for military protection.</p> <p>Pandemic - disease prevalent over a whole country or the world.</p>	

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	Anchor Standard: History 18. Critical Consciousness and Perspectives	
Grade	Performance Standard(s)	
6	6.52. Examine and explain how the perspectives and encounters between Christians, Muslims, and Jews impacted individuals and society.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● The Crusades ● Antisemitism throughout the Middle Ages ● The Inquisition ● Influences/Innovations from the Islamic Golden Age ● Spread of religions due to trade, new innovations or conflicts <ul style="list-style-type: none"> ○ House of Wisdom 	<ul style="list-style-type: none"> ● What was the intent of the Crusades? ● What was the outcome of the Crusades? ● How did perspectives about other cultures change? ● How did the three religious groups collaborate? ● What new ideas came to Europe as a result of the Crusades and interactions with other cultures? ● How did the Inquisition impact people’s perspectives of different religions? ● How did antisemitic sentiments affect the Jews? ● How did encounters among different religious groups during trade impact individuals and society?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>4.12. Describe the interactions between Indigenous people and European settlers including agriculture, cultural exchanges, alliances, and conflicts.</p> <p>5.29. Identify how the beliefs, experiences, perspectives, and values contribute to forming points of view about civic issues.</p>	<p><i>Future Grades:</i></p> <p>7.43. Explain the political and religious motivations of Spaniards as they encounter the Indigenous peoples of the Americas.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Explain the motives for the Crusades. ● Describe the major conflicts of the Crusades. ● Analyze major contributions of different religious groups on European society. 	<p>Crusades - any of the military expeditions undertaken by European Christians in the 11th, 12th, and 13th centuries to recover the Holy Land from the Muslims. Also, a vigorous concerted movement for a cause or against abuse.</p>	

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		<p>Antisemitism - hostility to or prejudice against Jewish people.</p> <p>The Inquisition - an organization in the Roman Catholic Church in the past that was responsible for finding and punishing people who did not accept its beliefs and practices.</p>
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New Mexico Instructional Scope Social Studies Guide

ASSESSMENT AND SAMPLE TASK GUIDE

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

Geography 11. Geographic Representations and Reasoning

- 6.49. Use maps to explain how encounters and exchanges linked the world.
- 6.52. Examine and explain how the perspectives and encounters between Christians, Muslims, and Jews impacted individuals and society.

Inquiry 25. Develop Claims

- 6.10. Support a claim using a variety of sources and perspectives.

This instructional task helps students to analyze a map and to determine and develop claims around the content from Theme 5:

1. What effect did trade routes and travel have on the spread of Islam?

Sample Task #5

The Middle East and Northern Africa, areas where Islam was growing, had major trade routes. Could the people on the trading routes have helped spread Islam?

Students will write a journal entry from the perspective of a trader in North Africa and the Middle East and explain how interactions through trade and travel may have helped spread Islam.

Students will describe the people they might encounter on the journey and describe the cultural diffusion that might have occurred because of these interactions. Students will use multiple sources to understand what life was like on the trade routes of the Middle Ages.

Students will explore these sources to help write the journal entry:

[Source A](#): Major Trade Routes Map

[Source B](#): The Spread of Islam Map

[Source C](#): Travels of Ibn Battuta

[Source D](#): Ancient Ghana, Mali, and Songhay Reading Excerpt

Adapted from the 6-8 Grade North Carolina Hub "Spread of Islam: innovation, trade, or conflict?" found in [C3Teachers.org](#)

Exemplar Student Responses

A strong student response would be a page long journal entry, which if typed would consist of about 250 words. The entry will be written from the perspective of a trader on the trade routes of Europe in the Middle Ages. Students will describe the people they met on the journey, describe the cultural diffusion that might occur and focus specifically on how their journey might have helped spread Islam.

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Entries will vary.

Example:

“I’m on a long journey from Constantinople to Damascus. It seems that all I do lately is travel to attain goods that will make my investors and me profit. Many of the goods I’m looking for are spices, wine, food, furs, gold, silk, glass, jewelry, and many other luxury goods. I sometimes travel by land in caravans or at sea. Regardless of how I travel, the journeys can be quite dangerous. It is not easy being a trader but I need to support my family.

Today, we met men from Ghana. They had gold to trade for the salt we had acquired in the north. It was a profitable trade for my group. Often, when we find what we need, we will celebrate our way. We will sit around and share food around a table and swap stories. We know a bit of many languages so when we gather like this, we can communicate. We have been hearing much about Islam and the traditions of the people. It is spreading widely in Ghana due to contact like this or intermarriage. Today’s topic is not unique. As of late, we talk a lot about Islam, we share the foods of our culture, we learn each other’s languages and every once in a while we will hear of something pretty great that has been created or brought to an area where we travel.

The more I hear about Islam, the more curious I become. I see their followers kneeling and praying and afterward, they always look so content. It’s given me something to think about.

DOK	Blooms
3	Create

Cross-Curricular Connections

CCSS.ELA-LITERACY.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text or stimuli?

African and Middle Eastern Muslims are represented in the text.

How are groups and individuals portrayed?

They are portrayed as traders, rulers and as those who expand the culture of Islam.

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

Yes. Muslim communities are often left out of present day discussions and the text allows students to look at this population from a different view point.

What supports are provided to teachers to identify blind spots?

Multiple documents are provided for teachers, which allows them to be able to pick and choose which ones are most feasible for use in their classroom.

How is this text or stimuli culturally/linguistically responsive?

The text stays away from biased information or information based on opinion and focuses on facts depicting the spread of Islam through trade routes.

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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>Question: How do cultural beliefs get passed on to others within your community?</p> <p>ESR: Answers will vary but may include:</p> <p>Typically, parents pass down their religious beliefs to their children by sharing their beliefs or having them attend religious ceremonies with them. Families play a large role in modeling cultural beliefs and passing them on through the generations.</p>	<p>Question: How are Muslims portrayed in your community?</p> <p>ESR: Answers will vary but may include:</p> <p>Muslims are very devoted to their religion. Muslims are sometimes portrayed as terrorists.</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>Question: How does the media portray Muslims? Are there biases or misrepresentations that are pushed upon the general population of the United States? Are the portrayals biased or accurate?</p> <p>ESR: Answers will vary but may include:</p> <ul style="list-style-type: none"> ● The misrepresentations are that they are all terrorists; they hate Jews and Christians; they are a very small group in the United States of America; they are obsessed with their god; they are willing to die over their religious beliefs; women do not have freedoms. <p>The portrayals often seemed biased and leave a out the truth about the majority of Muslims.</p>	<p>Question: What opportunities could you take to create your own informed opinion about Muslims?</p> <p>ESR: Answers will vary but may include:</p> <ul style="list-style-type: none"> ● I can research reliable sources on their culture and religion. ● I can try to meet a Muslim leader (Imam). ● I could go to an event when Muslims are gathering, or celebrating an event. ● I could watch documentaries from reliable sources on their lifestyle and culture. ● I could watch videos about their religious practices.

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Suggested Student Discourse	
Question	Method
<p>When does one person’s personal belief system supersede another’s?</p>	<p>Type: Deliberation</p> <p>Strategy: Street Law: Deliberations</p> <p>A highly scaffolded civil discussion, which demands engaged participation from every student in the room, used to explore controversial topics, ensure a “best case fair hearing” for the issue, followed by informed decision making, and build consensus among students.</p>
Multi-Layered System of Supports/Suggested Instructional Strategies	
<p>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p> <p>9.) Identify vocabulary words to pre-teach:</p> <ul style="list-style-type: none"> ● Vocabulary are words that are more likely to appear in text than speech. ● Choose words that are <u>not</u> implicitly or explicitly defined within the text. <p>10.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.</p>	
Instructional Supports	
Vocabulary/Text-based Questioning:	Strategies:
<p>Vocabulary to pre-teach:</p> <ul style="list-style-type: none"> ● Caliphs, caravan, Trans-Saharan, destabilization, empire, commodities, immigration, ambassadors <p>Text-dependent questions:</p> <ul style="list-style-type: none"> ● Where are the traders going? ● Where are the traders from? ● What was traded during this time? ● How did Islam spread in Africa? 	<p>Universal supports:</p> <ul style="list-style-type: none"> ● Review map skills. ● Define or provide examples of general journal entries. ● Allow students to type their journal entries. <p>Targeted supports:</p> <ul style="list-style-type: none"> ● Use sentence starters to help get the entry started. ● Use a graphic organizer to organize ideas for the journal entry. ● Create a document with questions to guide the research.

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Grade 6 Personal Financial Literacy

Compelling Question	Inquiry Alignment
<p>How do factors out of people’s control affect financial decisions?</p>	<p>6.5. Identify where and how to locate sources to best answer a research question. 6.9. Formulate a claim based on evidence from primary and secondary sources in response to a question. 6.13. Use applicable presentation technology to communicate research findings or other significant information.</p>

Standards at a Glance

Theme 6: Personal Financial Literacy

Anchor Standard
The student demonstrates an understanding of:

Performance Standard
Therefore, the student is able to:

Economics/Personal Financial Literacy 10. Personal Financial Literacy

- 6.53. Analyze how external factors might influence spending decisions for different individuals and households.
- 6.54. Give examples of financial risks that individuals and households face.

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	Anchor Standard: Economics/Personal Financial Literacy 10. Personal Financial Literacy	
Grade	Performance Standard(s)	
6	6.53. Analyze how external factors might influence spending decisions for different individuals and households.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Financial effects of war on households <ul style="list-style-type: none"> ○ Providers off to war ○ Supplies unavailable ● Financial effects of natural disasters on households <ul style="list-style-type: none"> ○ Trading/buying materials to rebuild ○ Trading/buying livestock ● Financial effects of changes in the household <ul style="list-style-type: none"> ○ Providers unable to work ○ Death in family 	<ul style="list-style-type: none"> ● How do world events influence spending in individual households? ● How does the environment influence what individuals buy? ● How do major family events effects budgets and how to prepare for financial emergencies
	Vertical Alignment	
<p><i>Previous Grades:</i></p> <p><i>5.21. Identify and compare the major natural resources and industries of two or more countries in Western Hemisphere. Economics/Personal Financial Literacy 7.</i></p> <p><i>5.22. Examine products that are imported and exported into markets within the United States based on demand for these products, noting how this affects the U.S. economy.</i></p>	<p><i>Future Grades:</i></p> <p><i>7.77. Summarize how the distribution of resources impacts consumerism and individual financial decisions.</i></p>	

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	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none">● Identify external factors that affect a person when purchasing an item.● Give examples of differences in people's preferences that can influence their spending on goods and services.	<p>Financial literacy - the ability to understand and make use of a variety of financial skills, including personal financial management, budgeting, and investing.</p> <p>External factors - elements or environmental occurrences that directly or indirectly change the financial situation of an individual, a family, or an institution.</p> <p>Bartering - an exchange of goods or services without the use of paper or coin money.</p> <p>Budget - a plan for income and expenses.</p>

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	Anchor Standard: Economics/Personal Financial Literacy 10. Personal Financial Literacy	
<i>Grade</i>	Performance Standard(s)	
	6.54. Give examples of financial risks that individuals and households face.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Financial risks when making large purchases. <ul style="list-style-type: none"> ○ Purchase of a house or property ○ Purchase of a vehicle ● Financial risks from purchasing a home <ul style="list-style-type: none"> ○ Natural disasters (i.e floods, storms, fire) ○ Return of investment of a large purchase ● Financial risks of attending college/university for higher education. <ul style="list-style-type: none"> ○ Financing college loans ○ Risk of higher earnings following a college degree 	<ul style="list-style-type: none"> ● What are the pros and cons of purchasing a house versus renting an apartment? ● What is a housing market? ● What are some of the pros and cons in attending college? ● What are the benefits of attending a trade school? (i.e vehicle maintenance, welding, lineman, culinary)
	Vertical Alignment	
	<i>Previous Grades:</i> 4.28. Explain what a checking and savings account are used for.	<i>Future Grades:</i> 7.78. Differentiate between savings and investing.
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Create a workable household budget for thirty days. ● Explain the risks in financing large purchases. ● Compare the cost of a traditional college education and a technical/trade school. 	<p>Interest rates - the cost in percentage that a borrower pays the lender on the borrowed amount.</p> <p>Credit - an agreement between a buyer and a seller in which the buyer receives the good or service in advance and makes payment later, often over time and usually with interest.</p> <p>Financing - borrowing money to buy property, usually a home, a vehicle, or to start a business.</p>	

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ASSESSMENT AND SAMPLE TASK GUIDE

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

Economics/Personal Financial Literacy 10. Personal Financial Literacy

- 6.53. Analyze how external factors might influence spending decisions for different individuals and households.

Inquiry 25. Develop Claims

- 6.9. Formulate a claim based on evidence from primary and secondary sources in response to a question.

Inquiry 26. Communicate and Critique Conclusions

- 6.13. Use applicable presentation technology to communicate research findings or other significant information.

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

1. What is a realistic budget for an individual, for a couple, and for a family?
2. How do consumers adjust their finances during a time of crisis or unexpected events?

Sample Task #6

Students are introduced to budgeting when given allowances, earn money, or are gifted money. In capitalism, the economy is based on many factors, some of which, like disasters or wars, are unexpected times that may lead to financial crises, and consumers need to respond accordingly. For this task, students will experiment with different family sizes (single, married, or married with /children) and different careers to better understand how important budgeting is. They will document what is the best livelihood for their future, and then apply the concept of budgeting to an activity where unexpected “scenarios” are presented, and they must make financial decisions accordingly.

1. [Making Money Choices](#) or [Reality Check](#)
2. [Paying for a Pet](#) or a similar activity/resource

Students will document their budgeting practice and make a plan that is most practical/realistic for their future, and then they will describe how they would respond if a crisis adversely affected their household.

Exemplar Student Responses

As students’ responses would vary greatly, an exemplar response should include:

- An income source from a realistic career/profession.
- A list of expenses per month, including money that is put into savings.
- Make adjustments to balance your budget and not over spend.

Once a budget is established, the student will be given a hypothetical crisis, such as an accident or illness. An exemplar response should include:

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- Explain the loss in monetary terms and how emergency savings will be utilized.
- Adjust expenses to prioritize needs and possibly borrow money from a lending institution.
- Make short term and long term goals to return to a balanced budget, when you will be able to make deposits into savings.

Sample Budget:

Income (occupation: fast food worker)	\$22,476.00
Expenses per month:	
Housing—Split apartment rent with roommate	372.50
Utilities—Phone, gas, electric, water, trash pickup, and internet	75.00
Food—Mostly cooking at home	75.00
Entertainment—Watch TV and read books	40.00
Clothing—Buy clothes a few times per year	50.00
Transportation—Use public transit	75.00
Health Insurance—None; will pay penalty	57.00
Education—No post-secondary	0.00
Savings—\$50 for every other paycheck	50.00
Taxes—Income	63.00
Total expenses per month	857.50
Per year (x 12)	10,290.00
Difference: Extra money by the end of the year	\$12,186.00

Crisis:

Then, you break your arm playing football with your friends. The ER doctor informs you that surgery is required to reset your bones. Since you do not have health insurance, the total medical bill for the emergency room visit, x-ray, splint, surgery, hospital stay, and the physical therapy will average about \$18,000.00. How will this affect your budget? This injury will also prevent you from working for six weeks.

Additional expense for the year: \$18,000.00 Adjusted total: 28,590.00

Loss of income: \$2,809.50 Adjusted income: \$19,666.50 Difference: -8,923.50

*A loan will pay my medical bills not and comes with a 7.5% interest rate. Loan payments will be about \$1,000 per month, and it should be paid off in 18 or 19 months, while still maintaining the current budget.

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DOK	Blooms
4	Create
Cross-Curricular Connections	
<u>CCSS.MATH.CONTENT.6.NS.C.5</u>	
<p><i>Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</i></p>	
<u>CCSS.ELA-LITERACY.RI.6.1</u>	
<p><i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i></p>	
Culturally and Linguistically Responsive Teaching and Learning	
<p>Who is represented in the text or stimuli?</p>	
<p>The student is represented as their “future self.” Students will be exposed to various careers, various incomes, and various lifestyles regardless of their young age.</p>	
<p>How are groups and individuals portrayed?</p>	
<p>The hypothetical career choices available in the online resource are only limited by the educational requirement. Some people with technical training may earn more than other people with collegiate degrees. The online program is based on the student’s hypothetical or planned future and not on their current status or background.</p>	
<p>Does the text, or stimuli, provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?</p>	
<p>The online activity exposes students of all backgrounds to as many career opportunities as possible. Students from all backgrounds are able to pretend to be a pilot or a nurse or a lawyer without the stereotypes associated with the professions. Students will also understand that financial crises can happen to anyone.</p>	
<p>What supports are provided to teachers to identify blind spots?</p>	
<p>The task has two parts, both of which can be a stand-alone lesson or could be part of a bigger unit on financial literacy. The numerous possible combinations of income, profession, and lifestyle expenses are what makes this lesson engaging.</p>	
<p>How is this text or stimuli culturally/linguistically responsive?</p>	
<p>Taken together these tasks demonstrate the importance of financial literacy and the benefits of budgeting to meet short-term and long-term goals. Financial security is attainable for all socioeconomic statuses.</p>	

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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>Question: What has been your personal experience with money or a purchase?</p> <p>ESR: Student response will vary. Students should provide a personal experience of earnings, losses, lack, or savings.</p>	<p>Question: In some communities and cultures kids get allowances weekly, but that isn't true in all communities. What is the norm for you and your family?</p> <p>ESR: Student responses will vary.</p>
Build <i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	Bridge <i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
<p>Question: When there is a school event in which admission is charged, is that a deciding factor whether to attend or not?</p> <p>ESR: Student responses will vary.</p>	<p>Question: Cost of tuition is a major reason why some students decide not to attend college or a technical college. What can you do now to plan for school or training after high school?</p> <p>ESR: Student responses will vary.</p>

Suggested Student Discourse

Question	Method
How do world events influence spending in individual households?	<p>Type: Discussion</p> <p>Strategy: Think-pair Share Collaborative learning strategy where students work together to respond to a prompt, solve a problem, or make a decision by thinking quietly about the prompt for 2-5 minutes. This strategy is most beneficial in helping students to connect content to real life.</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:

11.) Identify vocabulary words to pre-teach:

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

12.) 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:

- Vocabulary to pre-teach: investment, crisis, cost-of-living.

Text-Based Questioning:

- How much investment is needed for my career goal?
- Will my career choice provide enough income for a comfortable lifestyle?
- How will I manage when faced with a life and financial crisis?

Strategies:

Universal Supports:

- Provide a budgeting template.

Targeted Supports:

- Provide visual representations for expenses and income/salary.
- Present key concepts with symbolic representation (mathematical calculations).