

New Mexico Instructional Scope Social Studies Guide

Key

	<p><i>Anchor Standard</i></p>	<p>Anchor standards, as identified by the New Mexico social studies standards, are denoted with an anchor icon. Anchor standards are broader concepts that provide continuity across the grade levels, but which are more specifically defined in the standard statement at each level. The anchor standards are not themselves designed to be assessed but to provide an organizing feature across all grade levels. Anchor standards will be color-coded to represent their strand: (1) civics and government, (2) economics, (3) geography, (4) history, (5) ethnic, cultural, and identity studies, and (6) inquiry.</p> <div data-bbox="581 558 1058 932" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <table style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #4a7ebb; color: white; text-align: center;"><td>Civics and Government</td></tr> <tr style="background-color: #f1c233; color: white; text-align: center;"><td>Economics</td></tr> <tr style="background-color: #70ad47; color: white; text-align: center;"><td>Geography</td></tr> <tr style="background-color: #6a5acd; color: white; text-align: center;"><td>History</td></tr> <tr style="background-color: #e67e22; color: white; text-align: center;"><td>Ethnic, Cultural and Identity</td></tr> <tr style="background-color: #e74c3c; color: white; text-align: center;"><td>Inquiry</td></tr> </table> </div>	Civics and Government	Economics	Geography	History	Ethnic, Cultural and Identity	Inquiry
Civics and Government								
Economics								
Geography								
History								
Ethnic, Cultural and Identity								
Inquiry								
	<p><i>Priority Standard</i></p>	<p>Priority standards, as identified by practicing educators and NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time. All standards should be covered during the school year, priority standards identify for teachers where to prioritize while still covering all standards throughout the year.</p>						

High School Economics/Personal Financial Literacy
5. Economic Decision Making

Compelling Question	Inquiry Alignment
<p>Who benefits and who loses when individuals, businesses and governments make financial and economic decisions?</p>	<p>9-12.Econ.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p>
	<p>9-12.Econ.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given their purpose.</p>

Standards at a Glance

High School Economics	
<p>Anchor Standard <i>The student demonstrates an understanding of:</i></p>	<p>Performance Standard <i>Therefore, the student is able to:</i></p>
<p>Economics/Personal Financial Literacy 5. Economic Decision Making</p>	<ul style="list-style-type: none"> ● 9-12.Econ.13. Apply understanding of economic concepts and systems to analyze decision making and the interactions between consumers, business, government, and societies. ● 9-12.Econ.14. Gather and evaluate sources to explain the relationship between economic decisions and environmental consequences. ● 9-12.Econ.15. Use cost-benefit analysis and marginal analysis to evaluate an economic issue. ● 9-12.Econ.16. Evaluate how economic principles influence choices and can produce varied outcomes for different individuals or groups. ● 9-12.Econ.17. Evaluate the market value of income earned through wages and other activities associated with saving and investing.

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	Anchor Standard: Economics/Personal Financial Literacy 5. Economic Decision Making	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Econ.13. Apply understanding of economic concepts and systems to analyze decision making and the interactions between consumers, business, government, and societies.	
	9-12.Econ.14. Gather and evaluate sources to explain the relationship between economic decisions and environmental consequences.	
Sample Concept/Content	Supporting Questions	
<ul style="list-style-type: none"> ● Invisible hand ● Rational choice theory ● Taxation ● Federal budgets ● Factors that influence decision making <ul style="list-style-type: none"> ○ Advertising, Opportunity cost, Trade-offs, Incentives, Cost-benefit analysis ● Economic Decisions and Environmental Consequences <ul style="list-style-type: none"> ○ Resource extraction, Deforestation/habitat loss, Fossil fuel emissions, Greenwashing 	<ul style="list-style-type: none"> ● What impacts do individual economic decisions have on the environment? ● How do business and government actions influence consumer choice? 	
Vertical Alignment		
<i>Previous Grades:</i> <i>8.35. Illustrate significant European economic theories and their connection to the colonization of the Western Hemisphere.</i>	<i>High School Connections:</i> <i>9-12.Geo.33. Assess how social, economic, political, and environmental developments at global, national, regional and local levels affect the sustainability of modern and traditional cultures.</i>	
Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development	
<ul style="list-style-type: none"> ● Identify the factors that go into individual decision-making and the variables that can influence a person’s choices. ● Describe how economic choices impact the environment. 	<p>Invisible hand - The unobservable market force that helps the demand and supply of goods in a free market to reach equilibrium.</p> <p>Rational Choice Theory - states that individuals use their self-interests to make choices that will provide them with the greatest benefit.</p> <p>Greenwashing - disinformation disseminated by an organization so as to present an environmentally responsible public image.</p>	

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 Grade	Anchor Standard: Economics/Personal Financial Literacy 5. Economic Decision Making	
Performance Standard(s)		
HS	9-12.Econ.15. Use cost-benefit analysis and marginal analysis to evaluate an economic issue.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Scarcity ● Using cost-benefit analysis <ul style="list-style-type: none"> ○ Opportunity costs ○ Trade-offs ○ Incentives ○ Marginal analysis ○ Fringe benefits ● Consumer and business budget ● Government budgets ● Examples: <ul style="list-style-type: none"> ○ Value of education ○ Positive/negative effects of consumption 	<ul style="list-style-type: none"> ● How does scarcity impact all economic choices? ● How does opportunity cost affect decision-making?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>6.53. Analyze how external factors might influence spending decisions for different individuals and households.</i></p> <p><i>8.103. Determine the relationship between long-term goals and opportunity cost.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.Geo.26. Predict future social, political, economic, cultural, religious, spiritual, and environmental opportunities as well as obstacles associated with movement, population, decision making, and perspectives in a given place or region.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Recognize that all choices have costs and benefits ● Describe cost-benefit analysis and marginal analysis ● Evaluate alternatives and explain how choices affect ourselves and others ● Apply cost-benefit analysis and/or marginal analysis to real-life scenarios 	<p>Benefit - increased resources, money, or personal satisfaction.</p> <p>Budget - an estimation of revenue and expenses over a specified future period of time and is utilized by governments, businesses, and individuals.</p> <p>Cost - resources expended (including, but not limited to time, effort, and money)</p> <p>Cost-benefit analysis - process used to measure the benefits of a decision or taking action minus the costs associated with taking that action.</p> <p>Fringe benefits - extra benefit that supplements the original value of something (typically associated with</p>

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		<p>benefits beyond pay)</p> <p>Incentive - something that motivates or encourages a person to act in a certain way.</p> <p>Marginal analysis - an examination of the additional benefits of an activity compared to the additional costs incurred by that same activity.</p> <p>Opportunity cost - the potential cost (or loss) of the next choice you would have made.</p> <p>Scarcity - refers to the most economic problem: all resources are limited.</p> <p>Trade-off - the exchange of one thing to get another</p>
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	Anchor Standard: Economics/Personal Financial Literacy 5. Economic Decision Making	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Econ.16. Evaluate how economic principles influence choices and can produce varied outcomes for different individuals or groups.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Banking <ul style="list-style-type: none"> ○ Savings account ○ Checking account ○ Loans ● Investing <ul style="list-style-type: none"> ○ Cryptocurrency ○ Retirement accounts ○ Stock Investing ● Key Skills <ul style="list-style-type: none"> ○ Balancing a checkbook ○ Making a budget ○ W-2/Taxes ○ Understanding interest 	<ul style="list-style-type: none"> ● How can your daily spending habits impact your life? ● How can knowing what your financial future looks like impact your long-term goals?
	Vertical Alignment	
	<i>Previous Grades:</i> 7.78. Differentiate between saving and investing.	<i>High School Connections:</i> 8.105. Illustrate the power of compounding interest to highlight the importance of investing at a young age.
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Understand how to open a savings account and checking account. ● Students will balance a checkbook and create a budget based on their checkbook management. ● Students will research cryptocurrencies and understand how the market fluctuates. ● Students will fill out a W-2 and gather information and take a look at tax forms. 	<p>Savings account - a bank account that earns interest.</p> <p>Checking account - an account at a bank against which checks can be drawn by the account depositor.</p> <p>Budget - an estimate of income and expenditure for a set period of time.</p> <p>W-2 - a standard tax form showing the total wages paid to an employee and the taxes withheld during the calendar year: prepared by an employer for each employee.</p> <p>Taxes - a compulsory contribution to state revenue, levied by the government on workers' income and business profits, or added to the cost of some goods, services, and transactions.</p>	

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	Anchor Standard: Economics/Personal Financial Literacy 5. Economic Decision Making	
Grade	Performance Standard(s)	
HS	9-12.Econ.17. Evaluate the market value of income earned through wages and other activities associated with saving and investing.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Value of saving vs. buying on credit ● Credit scores and credit bureaus ● Consumer protections ● Insurance ● Saving <ul style="list-style-type: none"> ○ Interest rates ○ Savings incentives ○ Emergency fund ● Investing <ul style="list-style-type: none"> ○ Rate of return on investments ○ Stock and bond markets ○ Diversification ○ Risks 	<ul style="list-style-type: none"> ● What types of financial assets should you include in your retirement portfolio? ● How does insurance protect you and your investments?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>7.78. Differentiate between saving and investing.</i></p> <p><i>8.105. Illustrate the power of compounding to highlight the importance of investing at a young age.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.WH.14. Analyze how national and global economic trends and policies impact the state and local economies in New Mexico.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Conduct a cost-benefit analysis of cash or credit purchases in order to make rational choices. ● Identify benefits and risks associated with various types of savings and investments. ● Explain how different interest rates (nominal, real, APR, compounded) impact savings and investments. 	<p>Interest rates - the amount a lender charges a borrower and is a percentage of the principal—the amount loaned.</p> <p>Credit bureaus - credit reporting agencies that collect and research individual credit information and sell it to creditors so they can make decisions about extending credit or granting loans.</p> <p>Savings incentives (retirement) - usually a tax break or a tax-deferred retirement account that can be established personally or by an employer. Employers may make matching or non-elective contributions.</p> <p>Consumer protections - laws that protect</p>	

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		<p>consumers from scams and fraud.</p> <p>Stock and bond markets - a stock market is where investors trade equity securities (e.g., shares) issued by corporations. The bond market is where investors buy and sell debt securities issued by corporations or governments.</p> <p>Diversification - a strategy that mixes a wide variety of investments within a portfolio.</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.

9-12.Econ.17. Evaluate the market value of income earned through wages and other activities associated with saving and investing.

9-12.Econ.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

9-12.Econ.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given their purpose.

In this sample task, students will create a budget using real world examples.

Sample Task #1

Students will examine trade offs using the following procedure:

- Students will use the [Bureau of Labor Statistics website](#) to find the median annual salary of their desired future career.
- Students will then use the [Forbes Income Tax calculator](#) to determine their estimated annual withholding.
- Students will subtract withholding from their estimated salary to determine their net take home pay and they will divide their annual income by 12 to get a monthly income
- Students will then have to make a budget that aligns with their future goals. Their budget should include:
 - Housing - students can find a home on [Realtor.com](#) and then use a [mortgage calculator](#) to determine what the monthly payment will be.
 - Transportation - will they buy a vehicle, lease a vehicle, or take public transit? Students can use [AutoTrader](#) to choose a vehicle and an [auto loan calculator](#) to determine a monthly payment for that vehicle.
 - Investments - Students will use an [investment calculator](#) to determine how much they need to invest each month to have enough money for retirement
 - Note: When selecting “expected rate of return,” most retirement accounts yield 5%-8% annually.

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- Students should have at least \$500 left over for groceries, utilities, gas, and unexpected expenses.
- Upon completion of the project, students should submit their budget along with a photo of their vehicle, a photo of the house they want to purchase, and a screenshot of their investment calculator.
- Students will submit a paragraph explaining where they chose to cut costs and where they chose to invest their money. Students should provide a rationale for their economic decision making.

Exemplar Student Responses

Student budgets and portfolios will vary, but student explanations may include:

- “I chose to invest in short term investments like my house, because a house might be worth more money later and when I sell it I can invest the profits in a retirement account. Also, I need a place to live right now and after I pay off my car or my mortgage I can invest more money into my retirement.”
- “I chose to invest in a smaller house and an older car because I wanted to prioritize my retirement. I figure if I save money when I’m young, I can afford to have nicer things in the future.”

DOK

2

Blooms

Implement

Cross-Curricular Connections

[CCSS.ELA-LITERACY.RST.11-12.3](#)

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text?

The sources provided show a quantitative overview of different economic variables and do not represent any single group.

How are those groups and individuals portrayed?

All individuals are portrayed objectively through macro-level quantitative measures.

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

This activity may prompt questions about income inequality or the high cost of living in the twenty-first century.

What supports are provided to teachers to identify blind spots?

If teachers want more information on challenges that working families face in the current economic climate, they can find more information in this [White House issue brief](#) on the high cost of living with rising inflation.

How is this text culturally/linguistically responsive?

The activity is culturally and linguistically responsive because it helps students of all backgrounds to consider their future career path, as well as their long term saving and investing goals. This type of financial literacy can help students from marginalized communities to make sound financial decisions in

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the future, even if they did not get a solid grounding in personal financial literacy from their parents.

VABB Analysis

Validate	Affirm
<i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i>
<p>What was the most difficult economic decision you had to make in this activity?</p> <p>ESR: Student responses may vary but students may choose between having a nice car or a nice house, or making sure that they had enough money left over for necessities like groceries and utilities.</p>	<p>What did this activity show you about the challenges that some families may face in saving for the future?</p> <p>ESR: It's really hard to afford a house and a car and investments for the future. I bet for some people, especially people with big families, that they have to focus more on their immediate needs like groceries and housing so they never get the chance to save up money for the future.</p>
Build	Bridge
<i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	<i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
<p>In your family or culture are there other expenses that weren't included in the sample budget?</p> <p>ESR: My parents like to give 10% of their money to the church each month, so they probably have to cut costs in their budget to afford that.</p>	<p>What steps can you take while you are still young to help you reach your long term financial goals?</p> <p>ESR: I want to have a part time job while I'm in college so I don't have to take out as many student loans so I save money on interest later. Then I can use the savings to invest in my retirement after college.</p>

Suggested Student Discourse

Question	Method
<p>What did this activity show you about the challenges that some families may face in saving for the future?</p>	<p>Type: Discussion Strategy: Turn and Talk A routine that increases opportunities for all students to participate in discussion simultaneously in order to make predictions or process new learning in a low risk environment</p>

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Multi-Layered System of Supports/Suggested Instructional Strategies

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

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

Instructional Supports:

Vocabulary/Text-Based Questioning:	Strategies:
<p>Vocabulary to Pre-Teach:</p> <ul style="list-style-type: none"> ● Compounding Interest ● Mortgage <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> ● What do you notice about the total cost to repay a loan if you shorten the term of the loan? ● What type of careers appear to have the highest earning potential? What do these careers have in common? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● The teacher can provide a GoogleSheets budget template that automatically calculates expenses. <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Teacher can provide sample incomes, withholdings, and mortgages for students who need support.

High School Economics/Personal Financial Literacy

7. Economic Systems and Models

Compelling Question	Inquiry Alignment
<p>How democratic are economic systems and models?</p>	<p style="background-color: #e74c3c; color: white; padding: 5px;">9-12.Econ.1. Create compelling questions representing key ideas within the disciplines.</p> <p>9-12.Econ.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.</p> <p>9-12.Econ.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given their purpose.</p>

Standards at a Glance

High School Economics	
<p>Anchor Standard <i>The student demonstrates an understanding of:</i></p>	<p>Performance Standard <i>Therefore, the student is able to:</i></p>
<p>Economics/Personal Financial Literacy 7. Economic Systems and Models</p>	<ul style="list-style-type: none"> ● 9-12.Econ.18. Analyze the production, distribution, and consumption of goods and services. ● 9-12.Econ.19. Evaluate economic theories for their compatibility with democracy. ● 9-12.Econ.20. Compare the advantages and disadvantages of major economic systems found around the world. ● 9-12.Econ.21. Critique inequalities that exist in economic systems. ● 9-12.Econ.22. Use economic data to evaluate the positive and negative aspects of U.S. capitalism in relationship to other economic systems. ● 9-12.Econ.23. Analyze how national and global economic trends, practices, and policies impact the state and local economies in New Mexico. ● 9-12.Econ.24. Critique the impact of globalization on New Mexico and its citizens. ● 9-12.Econ.25. Evaluate the impact of environmental externalities in New Mexico's communities. ● 9-12.Econ.26. Evaluate opportunities for economic diversification that can significantly impact state and local conditions.

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	Anchor Standard: Economics/Personal Financial Literacy 7. Economic Systems and Models	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Econ.19. Evaluate economic theories for their compatibility with democracy.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Economic goals and societal values <ul style="list-style-type: none"> ○ Freedom ○ Security ○ Equity ○ Growth ○ Sustainability ● Free market economy <ul style="list-style-type: none"> ○ Transactions are entered into voluntarily ○ Efficient allocation through price mechanism and competition ○ Private ownership ○ Wealth inequality ● Command economy <ul style="list-style-type: none"> ○ Government directed/control of critical responses ○ Inefficiencies ○ Shared wealth ● Mixed economy <ul style="list-style-type: none"> ○ Government regulation/provides overall welfare ○ Economic inequality ● Traditional economy ● Standard of living ● Property rights 	<ul style="list-style-type: none"> ● How does each economic system lend itself to democratic practices? ● Does the economic system of the United States uphold the values laid out in the Declaration of Independence and the Constitution? ● Is the United State economy fair?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>8.95. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.Civ.18. Investigate relationships among governments, civil societies, and economic markets</i></p>
Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development	

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	<ul style="list-style-type: none">• Explain the differences between different economic theories while describing the strengths and weaknesses of each.• Evaluate how economic systems align with the principles of democracy.	<p>Market economy - an economic system in which production and prices are determined by unrestricted competition between privately owned businesses.</p> <p>Command economy - an economy in which production, investment, prices, and incomes are determined centrally by a government.</p> <p>Mixed economy - an economic system combining private and public enterprise.</p>
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	Anchor Standard: Economics/Personal Financial Literacy 7. Economic Systems and Models	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Econ.20. Compare the advantages and disadvantages of major economic systems found around the world.	
	9-12.Econ.21. Critique inequalities that exist in economic systems.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Free market economy <ul style="list-style-type: none"> ○ Advantages: freedom, profit, motive, competition, innovation ○ Disadvantages: inequality, limited social safety net ● Command economy <ul style="list-style-type: none"> ○ Advantages: efficiency, decreased inequality ○ Disadvantages: limited individual enterprise ● Mixed economy <ul style="list-style-type: none"> ○ Offsets some advantages and disadvantages of command and market economies ● Inequalities in market economies <ul style="list-style-type: none"> ○ Monopolies ○ Economic inequality ● Inequalities in command economies <ul style="list-style-type: none"> ○ Labor Exploitation ○ Government control 	<ul style="list-style-type: none"> ● What is the role of the government in different economic systems? ● What is the most important priority for an economy: efficiency, equity, or profit?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>8.95. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.Civ.41. Analyze historic inequalities and evaluate proposed solutions to correct them.</i></p>
Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development	

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	<ul style="list-style-type: none">• Describe the advantages and disadvantages of different economic systems.• Explain the inequalities that emerge from different economic systems.	<p>Efficiency - an economic situation where there is optimum allocation or distribution of resources with minimum waste.</p> <p>Economic inequality - disparities in income and wealth among individuals in a society.</p>
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	Anchor Standard: Economics/Personal Financial Literacy 7. Economic Systems and Models	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Econ.22. Use economic data to evaluate the positive and negative aspects of U.S. capitalism in relationship to other economic systems.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Adam Smith <ul style="list-style-type: none"> ○ The Invisible Hand ○ Laissez-faire ● Public sector <ul style="list-style-type: none"> ○ Disinvestment ● Private sector <ul style="list-style-type: none"> ○ Monopolization ○ Market failure ○ Boom and bust cycles ● Externalities <ul style="list-style-type: none"> ○ Environmental damages ○ Development of new technologies 	<ul style="list-style-type: none"> ● Is capitalism the best economic system or are there alternatives? ● Is the United States economy fair?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>8.98. Analyze the benefits and challenges that are associated with rapidly growing urban areas because of industrialization.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.NMH.34. Summarize how the United States and Soviet Union emerged from World War II as superpowers and articulate the difference between communism and capitalism.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Identify causes and effects of “booms and busts” in economic cycles. ● Collect data that supports their arguments regarding positive and negative externalities associated with economic decisions. ● Use data to evaluate the efficiency of goods and services being distributed according to price mechanisms (as opposed to government price controls). ● Evaluate data to determine inequalities that result in a given economic system. 	<p>Adam Smith - 18th-century Scottish economist, philosopher, and author who is considered the father of modern economics. Smith argued against mercantilism and was a major proponent of laissez-faire economic policies, known for <i>The Wealth of Nations</i>.</p> <p>Laissez-faire - the less the government is involved in the economy, the better off business will be, and by extension, society as a whole.</p> <p>Market failure - a situation defined by an inefficient distribution of goods and services in the free market; individual incentives for rational behavior do not lead to rational outcomes for the group.</p> <p>Monopolization - complete control of something,</p>	

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		<p>which prevents other people or companies having any share or influence.</p> <p>Private sector - the part of the economy that is run by individuals and companies for profit and is not state controlled.</p> <p>Public sector - portion of the economy composed of all levels of government and government-controlled enterprises.</p>
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	Anchor Standard: Economics/Personal Financial Literacy 7. Economic Systems and Models	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Econ.23. Analyze how national and global economic trends, practices, and policies impact the state and local economies in New Mexico. 9-12.Econ.24. Critique the impact of globalization on New Mexico and its citizens.	
	Sample Concept/Content	<ul style="list-style-type: none"> ● Supporting Questions
	<ul style="list-style-type: none"> ● Economic Trends <ul style="list-style-type: none"> ○ Service economy ○ Resource extraction ○ Military research ○ Large companies with facilities in New Mexico ● Globalization and New Mexico <ul style="list-style-type: none"> ○ International trade ○ Free trade agreements and the U.S. border ○ Global energy markets 	<ul style="list-style-type: none"> ● How do federal economic policies impact the state? ● How do global and national economic trends impact the economy of New Mexico? ● Have free trade agreements (USMCA/NAFTA) helped or hurt New Mexico's economy?
	Vertical Alignment	
	<i>Previous Grades:</i> 7.17. Discuss New Mexico's economic limitations and successes.	<i>High School Connections:</i> 9-12.NMH.40. Analyze the private and public industries that have impacted New Mexico's economy.
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Describe current economic trends in New Mexico and how the economy has changed over time. ● Identify ways in which globalization has impacted the land and people of New Mexico. 	Globalization - the process by which businesses or other organizations develop international influence or start operating on an international scale.

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Economics/Personal Financial Literacy 7. Economic Systems and Models		
<i>Grade</i>	Performance Standard(s)		
HS	9-12.Econ.25. Evaluate the impact of environmental externalities in New Mexico’s communities.		
	Sample Concept/Content	Supporting Questions	
	<ul style="list-style-type: none"> ● Economic goals and societal values ● Environmental Externalities <ul style="list-style-type: none"> ○ Air pollution ○ Soil degradation ○ Water access ○ Resource extraction ○ Impact on Indigenous communities 	<ul style="list-style-type: none"> ● What positive and negative environmental externalities are present in New Mexico’s communities? ● How has New Mexico chosen between economic output and environmental protection and/or consumer protections? 	
	Vertical Alignment		
	<p><i>Previous Grades:</i></p> <p><i>7.61. Describe how the movement of people influenced the division and control of resources.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.Geo.33. Assess how social, economic, political, and environmental developments at global, national, regional and local levels affect the sustainability of modern and traditional cultures.</i></p>	
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development	
	<ul style="list-style-type: none"> ● Describe the environmental impact of economic activities in New Mexico. 	<p>Environmental externalities - economic concept of uncompensated environmental effects of production and consumption that affect consumer utility and enterprise cost outside the market mechanism.</p> <p>Externalities - an indirect cost or benefit to an uninvolved third party that arises as an effect of another party's (or parties') activity.</p>	

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	Anchor Standard: Economics/Personal Financial Literacy 7. Economic Systems and Models	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Econ.26. Evaluate opportunities for economic diversification that can significantly impact state and local conditions.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Opportunities for economic diversification: <ul style="list-style-type: none"> ○ Information/Service economy ○ Tech companies ○ Green energy (wind, solar) ○ Tourism ● Potential Impacts: <ul style="list-style-type: none"> ○ Job growth ○ Sustainability 	<ul style="list-style-type: none"> ● How do societies choose between economic output and environmental protection and/or consumer protections? ● How do global and national economic trends impact the economy of New Mexico? ● How do federal economic policies impact the state? ● Have free trade agreements (USMCA/NAFTA) helped or hurt New Mexico's economy?
	Vertical Alignment	
	<i>Previous Grades:</i> 7.17. Discuss New Mexico's economic limitations and successes.	<i>High School Connections:</i> 9-12.US.35. Analyze and predict how locations, places, and regions impact the evolution of human perspective and identity.
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Identify economic opportunities in the state of New Mexico as well as their positive impacts for the state's citizens and economy. 	Service economy - an economy or the sector of an economy that is based on trade in services. Information economy - an economy in which knowledge, information, and services are more valuable than manufacturing. Green energy - any energy type that is generated from natural resources, such as sunlight, wind or water.

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.

9-12.Econ.20. Compare the advantages and disadvantages of major economic systems found around the world.

9-12.Econ.21. Critique inequalities that exist in economic systems

9-12.Econ.22. Use economic data to evaluate the positive and negative aspects of U.S. capitalism in relationship to other economic systems.

9-12.Econ.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given their purpose.

In this sample task, students will examine American capitalism in comparison to the economies of other developed nations.

Sample Task #2

Students should first choose two of the nations below to compare against the United States:

- Russia
- Japan
- United Kingdom
- Finland
- Sweden
- Germany
- China
- Iran
- Australia

Once they have selected their countries, they need to make an economic portfolio for each nation, including the following information:

- Economy type: market, command, mixed
- Population
- [GDP](#)
- Key industries
- Tax rates (what are the highest and lowest tax rates in the country?)
- [Wealth inequality](#)
- Annual budget or spending priorities (what do they spend their tax revenue on?)
- [Happiness rankings](#)

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Using the findings from their research, students will write a short essay that answers the following questions:

- Which country, in your opinion, has the most desirable economy?
- What are the pros and cons of each nation’s economy?
- As a citizen of a country, what is the most important priority for your economy: National economic growth, individual profit, social welfare, or something else?

Exemplar Student Responses

Responses will vary, but responses should contain all of the following:

- A clear argument indicating which economy they feel is most desirable and why.
 - E.g. “Japan has the most desirable economy because so many of their key industries are things that are in high demand right now like semiconductors and cars, so their economy will probably grow a lot in the future. Also, their tax rates are fairly low compared to some other countries like Finland.”
- A description of each economy and its pros and cons.
 - E.g. “China’s economy is the largest in the world and operates incredibly efficiently, but their income inequality and their low ranking in the world happiness index indicate that the economic growth of the country isn’t positively impacting everyone.”
- A description of what they think should be the most important priority of an economy.
 - E.g. “I think the most important factor in an economy is individual profit, because if an economy is fair it should be possible for people to profit off of their hard work and good ideas. But the economy should be regulated so that average people can earn a reasonable living in the economy instead of all of the money being concentrated among the wealthiest people.”

DOK

3

Blooms

Compare

Cross-Curricular Connections

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text?

The sources provided offer data points on different countries around the world and do not focus on any singular people group.

How are those groups and individuals portrayed?

All individuals are portrayed objectively through macro-level quantitative measures.

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

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This activity may prompt questions about capitalism, or it may cause students to question whether the United States has the most effective economic system.

What supports are provided to teachers to identify blind spots?

Each of the websites linked offers explanations and data points to support their findings.

How is this text culturally/linguistically responsive?

The sources give students the opportunity to explore the economies of other countries that they may not otherwise be exposed to, to get a better sense of how the USA compares to the rest of the world.

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>On a global scale, what do you think the main priority should be for economic decision-makers: National economic growth, individual profit, social welfare, or something else?</p> <p>ESR: I think economic decision-makers probably need to prioritize economic growth, since they are in charge of the whole country. Theoretically, if the economy grows, wages, profits, and social welfare should improve as well.</p>	<p>Currently, what do you think American economists and decision-makers are prioritizing?</p> <p>ESR: I think they're prioritizing individual profit because the United States is home to most of the richest men on the planet like Elon Musk and Jeff Bezos. If the U.S. didn't prioritize individual profits, those guys would probably have to pay higher taxes and they wouldn't be as rich as they are.</p>
Build	Bridge
<i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	<i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
<p>What are your key savings, spending, or investment goals for the future? Does the economy you live in help or hinder these goals?</p> <p>ESR: My most important goal is to go to college so I can have a better career. I think the economy I live in both helps and hinders that goal, because in the United States college</p>	<p>In addition to savings, spending, and investment goals, what charitable goals do you have for the future? How do you plan to give back to others?</p> <p>ESR: Someday I hope I have the money to buy a house for my mom so she doesn't have to work anymore. I also hope that I can use my money to donate to charities that I care about.</p>

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<p>tuition is really expensive, but the government also offers loans and financial aid to help people get an education.</p>	
Suggested Student Discourse	
Question	Method
<p>What are your key savings, spending, or investment goals for the future? Does the economy you live in help or hinder these goals?</p>	<p>Type: Discussion 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.</p>
Multi-Layered System of Supports/Suggested Instructional Strategies	
<p>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p> <ol style="list-style-type: none"> 1.) Identify Vocabulary Words to pre teach <ul style="list-style-type: none"> ● Vocabulary are words that are more likely to appear in text than speech. ● Choose words that are <u>not</u> implicitly or explicitly defined within the text 2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure. 	
Instructional Supports:	
Vocabulary/Text-Based Questioning:	Strategies:
<p>Vocabulary to Pre-Teach:</p> <ul style="list-style-type: none"> ● GDP ● Wealth Inequality <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> ● How does population relate to GDP and happiness? Do you see any trends? ● Do you notice any regional patterns among economies in the same part of the world? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Pre-teach command, market, and mixed economies. ● Provide a 3-column note organizer to easily capture and compare the key data points in the activity. <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Allow students to work in groups of 3 with each student researching one country.

High School Economics/Personal Financial Literacy

8. Money and Markets

Compelling Question	Inquiry Alignment
<p>What forces impact the health of national and global economies?</p>	<p>9-12.Econ.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p>
	<p>9-12.Econ.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p>
	<p>9-12.Econ.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p>

Standards at a Glance

High School Economics

Anchor Standard
The student demonstrates an understanding of:

Performance Standard
Therefore, the student is able to:

Economics/Personal Financial Literacy 8. Money and Markets

- 9-12.Econ.27. Explain how buyers and sellers interact to create markets and market structures.
- 9-12.Econ.28. Evaluate how a variety of factors and conditions in a market determine price and the allocation of scarce goods and resources.
- 9-12.Econ.29. Evaluate the role played by competition in the market.
- 9-12.Econ.30. Evaluate the role of financial institutions in a market economy.
- 9-12.Econ.31. Analyze the role of money in the economy.
- 9-12.Econ.32. Critique specific government policies or regulations initiated to improve market outcomes and the consequences, both intended and unintended experienced by individuals, business, communities, and states.
- 9-12.Econ.33. Generate possible explanations for a government role in markets when market inefficiencies exist.
- 9-12.Econ.34. Evaluate the causes and implications of market failures.
- 9-12.Econ.35. Explain how governments establish the rules and institutions in which markets operate at the local, state, tribal, national, and international levels.
- 9-12.Econ.36. Use economic indicators and data to analyze the health of the U.S. economy in relation to other countries.
- 9-12.Econ.37. Evaluate how fiscal and monetary policy choices have economic consequences for different stakeholders in a variety of economic conditions.
- 9-12.Econ.38. Evaluate foreign and domestic issues related to U.S. economic growth over time.
- 9-12.Econ.39. Explain the effect of advancements in technology and training on economic growth and standards of living across diverse groups and circumstances.

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Economics/Personal Financial Literacy 8. Money and Markets	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Econ.27. Explain how buyers and sellers interact to create markets and market structures. 9-12.Econ.28. Evaluate how a variety of factors and conditions in a market determine price and the allocation of scarce goods and resources.	
9-12.Econ.29. Evaluate the role played by competition in the market.		
Sample Concept/Content		
	<ul style="list-style-type: none"> ● Supply and Demand ● Shortage and Surplus <ul style="list-style-type: none"> ○ Price Signaling ● Price Incentives ● Effect of competition on supply, demand, and prices ● Monopolies and Trusts ● Corporate Consolidation 	<ul style="list-style-type: none"> ● What factors impact prices?
	Vertical Alignment	
	<i>Previous Grades:</i> 7.23. Demonstrate how early humans compete and cooperate to gather and use resources.	<i>High School Connections:</i> 9-12.NMH.40. Analyze the private and public industries that have impacted New Mexico's economy.
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Explain how supply and demand influence the pricing of goods and services. ● Explain how competition can be beneficial for consumers. 	Price incentive - motivations to either supply a good or service or to buy that good or service, such as sales and discounts. Price signaling - a change in the price of goods or services which indicates that the supply or demand should be adjusted.

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Economics/Personal Financial Literacy 8. Money and Markets	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Econ.30. Evaluate the role of financial institutions in a market economy.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Central Banks <ul style="list-style-type: none"> ○ The Federal Reserve ○ Monetary policy ○ Oversight ● Banks <ul style="list-style-type: none"> ○ Retail ○ Commercial ○ Online ○ Services: <ul style="list-style-type: none"> ■ Savings ■ Deposits ■ Lending ● Credit unions <ul style="list-style-type: none"> ○ Owned by its members ○ Banking services ● Savings and loans <ul style="list-style-type: none"> ○ Mortgages and loans ○ Checking ● Investment banks <ul style="list-style-type: none"> ○ Financial intermediaries and advisors ● Brokerage firms <ul style="list-style-type: none"> ○ Facilitate securities trading 	<ul style="list-style-type: none"> ● How do banks serve us?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>7.16. Explain how tribal, state, and local government agencies work to sustain resources in New Mexico.</p>	<p><i>High School Connections:</i></p> <p>9-12.US.70. Describe the multiple causes and consequences of the global and the U.S. depression of the 1930s.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Explain the difference between the key financial institutions. ● Describe the services provided by the major types of financial institutions. 	<p>Monetary policy - a set of actions available to a nation's central bank to achieve sustainable economic growth by adjusting the money supply.</p>	

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Economics/Personal Financial Literacy 8. Money and Markets	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Econ.31. Analyze the role of money in the economy.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Money Supply <ul style="list-style-type: none"> ○ Inflation ○ Deflation ○ Consumer Price Index ● Fiat money vs. commodity money 	<ul style="list-style-type: none"> ● How does the money supply impact prices?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>7.78. Summarize how the distribution of resources impacts consumerism and individual financial decisions.</p>	<p><i>High School Connections:</i></p> <p>9-12.NMH.41. Evaluate the main sources of income for Indigenous populations and how they might be different.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Explain how changes in the money supply impact prices. ● Identify inflationary and deflationary trends. 	<p>Fiat money - Money that has its value due to decree and legislation by the government.</p> <p>Commodity money - Money that derives its value from the substance or the potential use of the money itself.</p>

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Economics/Personal Financial Literacy 8. Money and Markets	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Econ.32. Critique specific government policies or regulations initiated to improve market outcomes and the consequences, both intended and unintended experienced by individuals, business, communities, and states.	
	9-12.Econ.33. Generate possible explanations for a government role in markets when market inefficiencies exist.	
	9-12.Econ.35. Explain how governments establish the rules and institutions in which markets operate at the local, state, tribal, national, and international levels	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Price ceilings / Price floors ● Antitrust and anti-monopoly laws ● Taxation structures <ul style="list-style-type: none"> ○ State vs. federal income tax, Tax incentives, Progressive taxation vs. flat taxation ● Subsidies ● Bailouts ● Regulations: <ul style="list-style-type: none"> ○ Workplace safety, Consumer safety, Environmental protection ● Trade policy <ul style="list-style-type: none"> ○ Free trade agreements, Tariffs 	<ul style="list-style-type: none"> ● Why does the government choose to regulate competition?
	Vertical Alignment	
	<i>Previous Grades:</i> 7.16. Explain how tribal, state, and local government agencies work to sustain resources in New Mexico.	<i>High School Connections:</i> 9-12.Civ.18. Investigate relationships among governments, civil societies, and economic markets.
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Describe the impacts of economic interventions by the government, such as subsidies, price ceilings, and regulations. ● Explain the reasons for government intervention in national economies. 	<p>Progressive taxation - tiered tax rates that charge higher income individuals higher percentages than those with the lowest incomes.</p> <p>Flat taxation - assign one tax rate to all taxpayers.</p> <p>Subsidy - a sum of money granted by the government or a public body to assist an industry or business.</p> <p>Bailout - an act of giving financial assistance to a failing business or economy to save it from collapse.</p>

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	Anchor Standard: Economics/Personal Financial Literacy 8. Money and Markets	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Econ.34. Evaluate the causes and implications of market failures.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Causes: <ul style="list-style-type: none"> ○ Externalities (positive and negative) ○ Unequal competition ○ Information failure ○ Inefficient output ○ Public goods ● Implications: <ul style="list-style-type: none"> ○ Inefficiency ○ Inequity 	<ul style="list-style-type: none"> ● What causes markets to fail?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>7.78. Summarize how the distribution of resources impacts consumerism and individual financial decisions.</p>	<p><i>High School Connections:</i></p> <p>9-12.NMH.29. Discuss the sequence of events that led to the Great Depression and the implementation of New Deal programs in New Mexico, including the efficacy of the programs for different communities.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Explain the difference between positive and negative externalities and give examples of each. ● Describe the different types of market failures and explain its implications. 	<p>Information failure - a type of market failure where individuals or firms have a lack of information about economic decisions.</p>	

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Economics/Personal Financial Literacy 8. Money and Markets	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Econ.36. Use economic indicators and data to analyze the health of the U.S. economy in relation to other countries.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Unemployment Rates ● Consumer Price Index ● Gross Domestic Product ● Gross National Product 	<ul style="list-style-type: none"> ● How is the health of an economy measured?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>8.76. Identify and explain the economic differences between the North and the South.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.NMH.34. Summarize how the United States and Soviet Union emerged from World War II as superpowers and articulate the difference between communism and capitalism.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Explain what is measured by key economic indicators and what they reflect about the health of an economy. 	<p>Consumer price index - a measure of the average change over time in the prices paid by urban consumers for a market basket of consumer goods and services.</p> <p>Gross domestic product - the total value of goods produced and services provided in a country during one year.</p> <p>Gross national product - the total value of goods produced and services provided by a country during one year, equal to the gross domestic product plus the net income from foreign investments.</p>

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Economics/Personal Financial Literacy 8. Money and Markets	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Econ.37. Evaluate how fiscal and monetary policy choices have economic consequences for different stakeholders in a variety of economic conditions.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Fiscal Policy <ul style="list-style-type: none"> ○ Expansionary <ul style="list-style-type: none"> ■ Tax cuts ■ Deficit spending ■ Public sector hiring ○ Contractionary <ul style="list-style-type: none"> ■ Budget cuts ■ Tax increases ■ Job cuts ● Monetary Policy <ul style="list-style-type: none"> ○ Interest rates ○ Buying/selling bonds ● Consequences <ul style="list-style-type: none"> ○ Unemployment ○ Inflation ○ Wealth distribution 	<ul style="list-style-type: none"> ● What actions can governments and financial institutions take to support the economy?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>8.89. Discuss the impact of significant legislation and judicial precedents in formally perpetuating systemic oppression.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.US.23. Evaluate the following concerning the economic system of the United States: efficiency, equity, equality, and justice.</i></p>
	Students Who Demonstrate Understanding Can....	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Understand how interest rates influence consumer borrowing, spending, and saving. ● Explain the differences between fiscal policy and monetary policy. ● Describe actions that governments can take to stimulate or slow economic growth. 	<p>Fiscal policy - the use of government spending and tax policies to influence economic conditions.</p> <p>Monetary policy - a set of tools that a nation's central bank has available to promote sustainable economic growth by controlling the overall supply of money that is available to the nation's banks, its consumers, and its businesses.</p>	

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Economics/Personal Financial Literacy 8. Money and Markets	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Econ.38. Evaluate foreign and domestic issues related to U.S. economic growth over time. 9-12.Econ.39. Explain the effect of advancements in technology and training on economic growth and standards of living across diverse groups and circumstances.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Domestic Issues <ul style="list-style-type: none"> ○ Corporate consolidation ○ Wage stagnation ● Foreign Issues <ul style="list-style-type: none"> ○ Global competition with China ○ Free trade agreements and their impact on production, prices, and employment ● Effects of Technology <ul style="list-style-type: none"> ○ Service economy ○ E-commerce ○ Cryptocurrencies 	<ul style="list-style-type: none"> ● What opportunities and challenges does the American economy face in the twenty-first century?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>8.85. Explain how Union Army strategies and other socioeconomic changes at the end of the Civil War led to an economic depression in the southeastern United States.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.US.27. Evaluate the consequences of the Industrial Revolution.</i></p> <p><i>9-12.US.82. Assess the social, political, and economic transformation of the United States during World War II.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Describe modern trends that are driving the American economy. ● Predict how technology will change employment, investing, and consumption patterns in the future. 	<p>Service economy - an economy or the sector of an economy that is based on trade in services.</p> <p>E-commerce - commercial transactions conducted electronically on the internet.</p> <p>Cryptocurrency - an encrypted data string that denotes a unit of currency that is monitored on a peer-to-peer network called a blockchain.</p>	

New Mexico Instructional Scope Social Studies Guide

ASSESSMENT AND SAMPLE TASK GUIDE

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

9-12.Econ.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

9-12.Econ.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

9-12.Econ.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

9-12.Econ.36. Use economic indicators and data to analyze the health of the U.S. economy in relation to other countries.

9-12.Econ.38. Evaluate foreign and domestic issues related to U.S. economic growth over time.

Through readings and videos, students will examine how COVID-19 impacted economic markets and they will evaluate the efficacy of government responses to the pandemic.

Sample Task #3

- Students will start by watching the Harvard University video from October, 2020 on the [Economic Impact of COVID 19](#)
- Students will examine the [NPR explainer](#) on the CARES Act of 2020 and a subsequent NPR article on [the American Rescue Plan](#) passed in 2022
- Students will then look at economic indicators from 2020-2022:
 - [Unemployment Rates](#)
 - [Inflation Rates](#)
 - [US GDP](#)
 - [Weekly Earnings](#)
- Students will evaluate the success of the government response to the COVID-19 pandemic citing specific policies and economic indicators to support their answer.
- Students should present their findings in a written essay or in a presentation.
- Student responses should include a clear thesis statement that provides a response to the prompt and a line of reasoning to support their argument.

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Exemplar Student Responses

- Students who argue that the government response was effective could cite the following evidence:
 - American GDP continued to rise after the brief dip due to COVID.
 - By April of 2022, unemployment had returned to pre-pandemic levels.
 - Average weekly wages improved after the pandemic.
 - Federal legislation offered support to small businesses, which prevented more unemployment.
- Students who argue that the government response was ineffective could cite the following evidence:
 - Continued high levels of unemployment after the passage of the CARES Act.
 - Extreme inflation in 2021 and 2022.
 - Wage growth is not sufficient to compensate for higher inflation.
 - High levels of government spending, leading to more debt.
- All responses should include 2-3 specific points supported by the sources provided.

DOK

3

Blooms

Analyze

Cross-Curricular Connections

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text?

The resources include macro-level indicators of the health of the American economy as a whole, and thus represents all Americans, from the most privileged to the most marginalized.

How are those groups and individuals portrayed?

All groups are portrayed from an objective, quantitative perspective.

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

These sources may provoke questions about how global crises exacerbate existing inequalities and how they disproportionately impact already marginalized communities.

What supports are provided to teachers to identify blind spots?

If teachers need more information on how COVID-19 disproportionately impacted already marginalized communities, the University of Chicago School of Social Work has prepared a [report](#) that details how COVID-19 impacted Black/African-Americans, undocumented individuals, incarcerated individuals, and students.

How is this text culturally/linguistically responsive? The text consists mostly of charts and graphs, which allow students of all linguistic backgrounds to synthesize the information, even if they have limited English language proficiency.

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VABB Analysis

Validate	Affirm
<i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i>
<p>How do these economic indicators line up with your personal experience during the pandemic? Did you notice these economic challenges at the time?</p> <p>ESR: My experience was very similar to what I saw in the charts because my mom lost her job during the pandemic and I remember how excited she was when we got our first stimulus check from the government.</p>	<p>Which communities do you think were most impacted by the pandemic? What do you think the long term impacts were for them?</p> <p>ESR: I know that tribal communities suffered a lot during the pandemic because they didn't have the same access to healthcare as people in the cities. If they lost elders it probably hurt the leadership of the communities. Also, if a lot of people went to the hospital, they may still be paying their medical bills.</p>
Build	Bridge
<i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	<i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
<p>What economic actions, if any, does the government still need to take to address the lingering impacts of the COVID-19 Pandemic?</p> <p>ESR: I think the government needs to continue to offer help to small businesses that may still be struggling to find workers or to pay higher prices for goods because of inflation.</p>	<p>What small actions can you take to help your community recover from the economic impacts of the COVID-19 pandemic?</p> <p>ESR: I can support small businesses that were hit hard by the pandemic instead of buying things I need from big chain stores.</p>

Suggested Student Discourse

Question	Method
<p>What economic actions, if any, does the government still need to take to address the lingering impacts of the COVID-19 Pandemic?</p>	<p>Type: Dialogue Strategy: Conver-'stations' A small-group dialogue strategy that gives students exposure to more of their peers' ideas and prevents the stagnation that can happen when a group doesn't happen to have the right chemistry.</p>

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Multi-Layered System of Supports/Suggested Instructional Strategies

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

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

Instructional Supports:

Vocabulary/Text-Based Questioning:	Strategies:
<p>Vocabulary to Pre-Teach:</p> <ul style="list-style-type: none"> ● Inflation ● GDP ● Fiscal Policy <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> ● What trends do you notice over time? When was the economic impact of the pandemic at its worst? ● When does it appear that the impacts of the pandemic lessen? How does this line up with the timelines of legislation? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Offer students a T-chart where they can list evidence that the government response was effective and evidence that it was ineffective. <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Allow students to work with a partner or small group. ● Provide sentence stems for the thesis statement.

High School Economics/Personal Financial Literacy
9. Global Economy

Compelling Question	Inquiry Alignment
<p>How do trends in economic globalization impact standard of living around the world?</p>	<p>9-12.Econ.4. Evaluate the credibility of a source by examining how experts value the source.</p> <p>9-12.Econ.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p>

Standards at a Glance

High School Economics	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
<p>Economics/Personal Financial Literacy 9. Global Economy</p>	<ul style="list-style-type: none"> • 9-12.Econ.40. Explain how current globalization trends and policies affect economic growth, labor, markets, rights of citizens, the environment, and resource and income distribution in different nations. • 9-12.Econ.41. Explain how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations. • 9-12.Econ.42. Evaluate how geography, demographics, industry structure, and the rules of economic institutions influence a nation's economic development. • 9-12.Econ.43. Analyze why a country might participate in global trade. • 9-12.Econ.44. Connect how trade agreements between nations have short- and long-term effects. • 9-12.Econ.45. Construct an argument about how global interdependence impacts individuals, institutions, and societies based on documented evidence.

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	Anchor Standard: Economics/Personal Financial Literacy 9. Global Economy		
<i>Grade</i>	Performance Standard(s)		
HS	9-12.Econ.40. Explain how current globalization trends and policies affect economic growth, labor, markets, rights of citizens, the environment, and resource and income distribution in different nations.		
	9-12.Econ.41. Explain how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations.		
	Sample Concept/Content	Supporting Questions	
	<ul style="list-style-type: none"> ● Energy production and markets <ul style="list-style-type: none"> ○ Global oil markets (OPEC) ● Global labor markets <ul style="list-style-type: none"> ○ Outsourcing, Brain drain ● Human rights <ul style="list-style-type: none"> ○ Resource extraction and exploitation in developing countries ● Environmental impacts <ul style="list-style-type: none"> ○ Habitat loss for farming and industry, Increased emissions for global trade ● Global interconnectedness <ul style="list-style-type: none"> ○ Tariff policy and its impact on importers/exporters ○ Energy policy and its impacts on producers/consumers ○ Global markets 	<ul style="list-style-type: none"> ● How are the economies of different countries connected? 	
	Vertical Alignment		
	<i>Previous Grades:</i> <i>6.47. Explain how the interaction between producers and consumers in the trade networks satisfied economic wants and needs.</i>	<i>High School Connections:</i> <i>9-12.Geo.31. Evaluate how economic globalization and the scarcity of resources contribute to conflict and cooperation within and among countries.</i>	
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development	
	<ul style="list-style-type: none"> ● Explain how global markets connect economies ● Describe benefits and drawbacks of increased globalization 	Outsourcing - obtain (goods or a service) from an outside or foreign supplier, especially in place of an internal source. Brain drain - the emigration of highly trained or intelligent people from a particular country.	

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	Anchor Standard: Economics/Personal Financial Literacy 9. Global Economy	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Econ.42. Evaluate how geography, demographics, industry structure, and the rules of economic institutions influence a nation's economic development.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Geography <ul style="list-style-type: none"> ○ Trade Routes - land and sea ○ Resource availability ● Demographics <ul style="list-style-type: none"> ○ Education Level ○ Average age and birth rates ○ Population distribution (urban/rural) ● Industry Structure <ul style="list-style-type: none"> ○ Monopoly ○ Oligopoly ○ Competition 	<ul style="list-style-type: none"> ● What internal factors influence the development of a country's economy?
	Vertical Alignment	
	<i>Previous Grades:</i> 6.47. Explain how the interaction between producers and consumers in the trade networks satisfied economic wants and needs.	<i>High School Connections:</i> 9-12.WH.14. Analyze how national and global economic trends and policies impact the state and local economies in New Mexico.
	Students Who Demonstrate Understanding Can....	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Explain how geography influences the development of an economy. ● Explain how demographic factors relate to a nation's economic potential. 	Monopoly - the exclusive possession or control of the supply of or trade in a commodity or service. Oligopoly - a state of limited competition, in which a market is shared by a small number of producers or sellers.

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	Anchor Standard: Economics/Personal Financial Literacy 9. Global Economy	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Econ.43. Analyze why a country might participate in global trade. 9-12.Econ.44. Connect how trade agreements between nations have short- and long-term effects.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Reasons a country might participate in global trade <ul style="list-style-type: none"> ○ Lack of domestic resources ○ Competitive pricing ● Impacts of trade agreements <ul style="list-style-type: none"> ○ Economic growth ○ Increased presence of foreign goods ○ Cheaper prices for foreign goods ○ Technology transfer ○ Outsourcing of industry or jobs ○ Environmental impacts 	<ul style="list-style-type: none"> ● Why do countries trade with one another? ● What are the impacts of trade agreements?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>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.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.Geo.33. Assess how social, economic, political, and environmental developments at global, national, regional and local levels affect the sustainability of modern and traditional cultures.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Explain motivating factors that may lead a country to open trade with other nations. ● Describe positive and negative consequences of trade agreements. 	<p>Trade agreement - an agreement between two or more countries where the countries agree on certain obligations in exchange for reduced barriers.</p>	

New Mexico Instructional Scope Social Studies Guide

 <i>Grade</i>	Anchor Standard: Economics/Personal Financial Literacy 9. Global Economy		
Performance Standard(s)			
HS	9-12.Econ.45. Construct an argument about how global interdependence impacts individuals, institutions, and societies based on documented evidence.		
	Sample Concept/Content	Supporting Questions	
	<ul style="list-style-type: none"> ● Trade deficits and surpluses ● Information, technology, and resource exchange ● Global exchange rates ● Specialization ● GDP 	<ul style="list-style-type: none"> ● How does globalization impact my community? 	
	Vertical Alignment		
	<i>Previous Grades:</i> 7.30. Explain early trade networks and their impact on cultural groups.	<i>High School Connections:</i> 9-12.WH.13. Evaluate the impact of global interconnectedness on international economic stability and growth.	
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development	
<ul style="list-style-type: none"> ● Create an argument indicating whether global interdependence is a net positive or a net negative for individuals and societies. 	Specialization - a method of production whereby an entity focuses on the production of a limited scope of goods to gain a greater degree of efficiency.		

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.

9-12.Econ.4. Evaluate the credibility of a source by examining how experts value the source.

9-12.Econ.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

9-12.Econ.43. Analyze why a country might participate in global trade.

9-12.Econ.45. Construct an argument about how global interdependence impacts individuals, institutions, and societies based on documented evidence.

In this sample task students will research one example of global trade to examine how global interconnectedness impacts their lives.

Sample Task #4

- Students must choose one possession they own to do a research project on. When deciding what item they want to research, they must follow the below parameters:
 - The item cannot have been made in the United States
 - The item must indicate where it was made
 - Recommended: For ease of research, students may want to choose an item made by a large corporation such as Nike, H&M, or Samsung
- Once they have chosen their item, they will do some research to learn more about the company that produced the item and the nation where it was manufactured.
 - Do a quick Google Search for your “company’s name” + “manufacturing” to find information on where their factories are and what their labor standards are.
 - Helpful hint: Most large companies have a web page dedicated to this information, but keep in mind potential bias. You may want to double check the company’s information against outside sources.
 - Find the nation’s hourly minimum wage in USD using this [Wikipedia page](#). Compare this against New Mexico’s minimum wage. What is the difference in hourly pay?
 - Check to see the workplace safety statistics for this country using [this website](#).
 - Helpful hint: Scroll down to “World’s most and least dangerous countries for workers” and click on “See all the data” to explore the map.

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- Check [this list](#) from the Department of Labor to see if your country uses forced labor to produce your product.
 - Helpful hint: Use Ctrl + F to search for your country's name.
- Using this [Emissions Calculator](#), determine how much the carbon emissions would be for a 1000 kg shipment of your product from its country of origin to your location.
 - Helpful hint: Most goods are shipped by sea, but you can choose air or road transit.
 - Helpful hint: If you don't know the city your product was produced in, just select a nearby city.
- Once students have gathered all of this information, they need to create a slideshow or a video for their classmates to educate them on the journey their product took to get to them. Slideshows should include:
 - One slide with background on the item and the company that produced it, with the price of the item listed (if the student does not know the price, find a similar item on the retailer's website to use as a guide).
 - One slide on the nation where the item was produced, including the minimum wage, workplace safety laws, and any concerns about forced labor.
 - One slide on the journey from the country of manufacture to the U.S.
 - How far did the product travel to get to you?
 - What is the carbon footprint of this journey?
 - The last slide(s) should answer the questions:
 - What are the benefits of global trade for you, your country, and the country where your item was manufactured?
 - What are the drawbacks of global trade for you, your country, and the country where the item was manufactured?
 - Is globalization a net positive or a net negative?

Exemplar Student Responses

Responses will vary but students are required to present the following information:

- The name of the item, its manufacturer, and the country of origin.
- The country's minimum wage and labor information.
- The length of the trade route from manufacturer to the student and its carbon footprint.
- An argument answering the last three questions.

Students may list any of the following as benefits of global trade:

- Cheaper prices.
- Specialization.
- Economic growth for the country of origin and the destination country.
- More variety in the availability of goods.

Students may list any of the following as drawbacks of global trade:

- Loss of business for domestic manufacturers or small businesses.

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- Environmental impacts and CO2 emissions.
- Labor concerns such as exploitation and child labor.

Students should make a clear argument about whether global trade is harmful or beneficial, such as: “Global trade is a necessity because, even though it may lead to environmental consequences, it gives people jobs in other countries while keeping prices low in the United States.”

DOK	Blooms
3	Analyze

Cross-Curricular Connections

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text?

The resources include quantitative data on the United States and on nations around the world, so the data includes all people, including those in developing countries.

How are those groups and individuals portrayed?

All groups are portrayed from an objective, quantitative perspective.

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

These sources may provoke questions about the ethics of consumerism and fast fashion, and may cause students to question whether the financial cost of cheap clothing and electronics is worth the environmental and human toll in other countries.

What supports are provided to teachers to identify blind spots?

If educators are unfamiliar with the phrase “fast fashion” and its potential impacts, here is a [quick guide](#) explaining the ethical and environmental criticisms of this trend.

How is this text culturally/linguistically responsive?

The text consists mostly of charts and graphs, which allow students of all linguistic backgrounds to synthesize the information, even if they have limited English language proficiency.

New Mexico Instructional Scope Social Studies Guide

VABB Analysis

Validate	Affirm
<i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i>
<p>How did this activity shape your understanding of global supply chains and trade relationships?</p> <p>ESR: I didn't realize that so many of the products I use were made in countries in Asia that have different labor laws.</p>	<p>How does consumerism in wealthy countries impact people in developing countries? Do you think the impacts are overall positive or negative?</p> <p>ESR: When Americans and Europeans purchase goods, it does allow people in developing countries to get jobs producing those goods, but it appears as though sometimes those jobs are unsafe or not very well paid.</p>
Build	Bridge
<i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	<i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
<p>What solutions can you think of that might reduce the human and environmental impacts by global consumption of cheap electronics and fast fashion?</p> <p>ESR: The U.S. government could pass stricter regulations about which countries they trade with. For example, not allowing any goods made with child labor to be sold in the United States. Stores could also refuse to sell any items that were made by exploiting workers.</p>	<p>What actions can you take as a consumer to minimize the human and environmental impacts of your spending?</p> <p>ESR: I could buy more items from local producers or from small business people, like Etsy sellers. I could also do more research about the companies that I choose to buy from so that I know I'm not giving my money to companies that mistreat workers.</p>

Suggested Student Discourse

Question	Method
<p>What solutions can you think of that might reduce the human and environmental impacts by global consumption of cheap electronics and fast fashion?</p>	<p>Type: Discussion Strategy: Snowball Discussion Also known as a pyramid discussion, this strategy allows students to begin in pairs, responding to a prompt with their partner. After each partner has shared their ideas, the pair joins another pair, creating a group of four. Pairs share their ideas with</p>

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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.

Multi-Layered System of Supports/Suggested Instructional Strategies

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

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

Instructional Supports:

Vocabulary/Text-Based Questioning:

Vocabulary to Pre-Teach:

- Globalization

Text-Based Questioning:

- Which countries seem to have higher minimum wages and lower workplace safety concerns? What do these countries have in common?
- Do you notice any trends in terms of which industries have problems with child labor?

Strategies:

Universal Supports:

- Walk students through the process step by step to help them navigate each website to find their desired information

Targeted Supports:

- Provide a graphic organizer for students who struggle synthesizing the information
- Go through the activity one step at a time to support students who get overwhelmed with multi-step processes
- Provide a GoogleSlides template for the slideshow

High School Economics/Personal Financial Literacy

10. Personal Financial Literacy

Compelling Question	Inquiry Alignment
How can the choices you make today impact your economic future?	9-12.Econ.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.

Standards at a Glance

High School Economics	
Anchor Standard	Performance Standard
<i>The student demonstrates an understanding of:</i>	<i>Therefore, the student is able to:</i>
Economics/Personal Financial Literacy 10. Personal Financial Literacy	<ul style="list-style-type: none"> ● 9-12.Econ.46. Explain how and why people make choices to improve their economic well-being. ● 9-12.Econ.47. Compare the costs and benefits of saving, using credit, and or making certain types of financial investments. ● 9-12.Econ.48. Evaluate how and why individuals choose to accept risk, reduce risk, or transfer risk to others. ● 9-12.Econ.49. Investigate ways that personal information is fraudulently obtained. ● 9-12.Econ.50. Identify voluntary (e.g., retirement contributions) and involuntary deductions (e.g., payroll taxes) and how they impact net income. ● 9-12.Econ.51. Prepare a budget or spending plan that depicts varying sources of income, a planned saving strategy, taxes, and other sources of fixed and variable spending. ● 9-12.Econ.52. Evaluate options for payment on credit cards and the consequences of each option. ● 9-12.Econ.53. Describe how a credit score impacts the ability to borrow money and at what rate. ● 9-12.Econ.54. Identify various strategies students can use to finance higher education and how to access student aid through completion of the Free Application for Federal Student Aid (FAFSA). ● 9-12.Econ.55. Calculate the total cost of repaying a loan under various rates of interest and over different time periods. ● 9-12.Econ.56. Explain what a mortgage is, why most Americans require one to finance a home, and the challenges of financing mortgages on tribal land. ● 9-12.Econ.57. Explain how investing may build wealth and help meet financial goals (e.g., stocks, bonds, mutual funds, retirement savings options, real estate). ● 9-12.Econ.58. Explain various types of insurance and the purpose of using insurance to protect financial interests.

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	Anchor Standard: Economics/Personal Financial Literacy 10. Personal Financial Literacy	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Econ.46. Explain how and why people make choices to improve their economic well-being.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● There are many strategies that can help people manage psychological, emotional, and external obstacles to saving, including: <ul style="list-style-type: none"> ○ automated savings plans ○ employer matches ○ avoiding personal triggers ○ budgeting 	<ul style="list-style-type: none"> ● Can I identify my short-term and long-term financial goals? ● What type of budget can I use to allocate current income to necessary and desired spending, including estimates for both fixed and variable expenses.
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>6.53. Analyze how external factors might influence spending decisions for different individuals and households.</p> <p>7.78. Differentiate between saving and investing.</p>	<p><i>High School Connections:</i></p> <p>9-12 A.5 Describe and analyze how economic incentives allow individuals, households, businesses, governments and societies to use scarce human, financial and natural resources more efficiently to meet economic goals.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Students will be able to describe strategies to maximize savings and investments. 	<p>Budget - estimation of finances over a period of time.</p> <p>Financial goals - any plan that you have for money.</p> <p>Necessary spending - ordinary and necessary expenses including food, clothing, shelter, and insurance.</p> <p>Desired spending - what you would like to purchase.</p> <p>Saving - money left over after consumer spending from disposable income.</p> <p>Philanthropy - the desire to promote the well being of another through a monetary donation.</p>	

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	Anchor Standard: Economics/Personal Financial Literacy 10. Personal Financial Literacy		
<i>Grade</i>	Performance Standard(s)		
HS	9-12.Econ.47. Compare the costs and benefits of saving, using credit, and or making certain types of financial investments.		
	Sample Concept/Content	Supporting Questions	
	<ul style="list-style-type: none"> ● Interest rates ● Simple interest ● Compounding interest ● Credit cards <ul style="list-style-type: none"> ○ Benefits and risks ● Saving <ul style="list-style-type: none"> ○ Regular savings account ○ Money market account ○ CD ● Investing <ul style="list-style-type: none"> ○ Retirement, Stock/ETFs, Mutual funds, Real estate 	<ul style="list-style-type: none"> ● What are the features of regular savings accounts, money market accounts, and CDs? ● Why do CDs typically pay higher interest rates than regular savings accounts or interest-bearing checking accounts? ● How do credit card grace periods, methods of interest calculation, and fees affect borrowing costs? ● What is the cost of borrowing \$1,000 using consumer credit options that differ in rates and fees? 	
	Vertical Alignment		
	<p><i>Previous Grades:</i></p> <p><i>6.53. Analyze how external factors might influence spending decisions for different individuals and households.</i></p> <p><i>7.78. Differentiate between saving and investing.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.WH.13. Evaluate the impact of global interconnectedness on international economic stability and growth</i></p>	
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development	
<ul style="list-style-type: none"> ● Have a class discussion about how a person’s risk tolerance influences their investment decisions. ● Assess their personal risk tolerance by completing a worksheet (Short term goals: achieved within two months, medium term goals 2-5 months, long term goals 5months and beyond). 	<p>Regular savings account - Accounts that allow you to earn money.</p> <p>Money market account - interest bearing account where you can earn money.</p> <p>CD - certificate of deposit earns interest on a lump sum of the amount.</p> <p>Consumer credit - personal debt taken on to purchase goods or services.</p> <p>Compound interest - calculated on the principal amount and the accumulated interest of previous periods, and thus can be regarded as “interest on interest.”</p>		

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	Anchor Standard: Economics/Personal Financial Literacy 10. Personal Financial Literacy	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Econ.48. Evaluate how and why individuals choose to accept risk, reduce risk, or transfer risk to others.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Examples of risk: <ul style="list-style-type: none"> ○ Entrepreneurship ○ Investing in stocks or cryptocurrency ○ Real estate or art speculation ● Risk transfer through insurance <ul style="list-style-type: none"> ○ Renter’s insurance ○ Life insurance ● Financial loss ● Loss of liquidity ● Changing interest rates 	<ul style="list-style-type: none"> ● How do people manage the risk of financial loss? ● What are the ways an automobile driver can avoid, reduce, or transfer the risk of being in a crash?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>6.53. Analyze how external factors might influence spending decisions for different individuals and households.</p> <p>6.54. Give examples of financial risks that individuals and households face.</p>	<p><i>High School Connections:</i></p> <p>9-12.WH.13. Evaluate the impact of global interconnectedness on international economic stability and growth</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Research real life examples of how people manage the risk of financial loss through risk avoidance, reduction, retention, and transfer of risk. 	<p>Risk - possibility of a loss.</p> <p>Liquidity - the availability of liquid assets to a market or company.</p>	

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Economics/Personal Financial Literacy 10. Personal Financial Literacy	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Econ.49. Investigate ways that personal information is fraudulently obtained.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Vulnerabilities <ul style="list-style-type: none"> ○ Online transactions ○ Weak or repeated passwords ○ Disclosure of personal information via phishing ○ Unsecured documents or computer accounts ● Methods of fraud: <ul style="list-style-type: none"> ○ Phishing ○ Phone scams ○ Purchase of personal data on the dark web ○ Cyber attacks 	<ul style="list-style-type: none"> ● What makes my online personal information vulnerable to privacy infringement? ● What strategies can I put into place to reduce the risk of identity theft and financial fraud?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>6.54. Give examples of financial risks that individuals and households face.</p>	<p><i>High School Connections:</i></p> <p>9-12.Civ.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Identify safe websites for transactions. ● Describe different methods used by bad actors to attain people’s private information. ● Take action to secure their personal data. 	<p>Online transactions - ATM transactions or debit card transactions.</p> <p>Identity theft - someone steals your personal information.</p> <p>Financial fraud - someone steals your money through deception or criminal activity.</p> <p>Personal security - safety of all individuals without feeling at risk.</p>	

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	Anchor Standard: Economics/Personal Financial Literacy 10. Personal Financial Literacy		
<i>Grade</i>	Performance Standard(s)		
HS	9-12.Econ.50. Identify voluntary (e.g., retirement contributions) and involuntary deductions (e.g., payroll taxes) and how they impact net income.		
	Sample Concept/Content	Supporting Questions	
	<ul style="list-style-type: none"> ● Net income ● Voluntary deductions <ul style="list-style-type: none"> ○ Retirement contributions ○ Health savings account (HSA) ○ Life insurance premiums ○ Health insurance premiums ● Involuntary deductions <ul style="list-style-type: none"> ○ Payroll taxes ○ Medicare/Medicaid ○ Social security ○ Wage garnishments 	<ul style="list-style-type: none"> ● What are the benefits of retirement contributions? ● How can you read your paycheck stub to understand where your money is going? 	
	Vertical Alignment		
	<p><i>Previous Grades:</i></p> <p><i>8.105. Illustrate the power of compounding to highlight the importance of investing at a young age.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.WH.19. Trace political, intellectual, religious, artistic, technological, economic, and social developments in historical periods as well as within individual societies.</i></p>	
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development	
	<ul style="list-style-type: none"> ● Interpret a paycheck stub and understand where their money is going. ● Differentiate between voluntary and involuntary contributions. 	<p>Income - money received for work on a regular basis.</p> <p>Taxes - mandatory individual deductions that fall into three groups: Regressive, proportional, and progressive.</p> <p>Deductions - money that is taken out of taxable income.</p>	

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 Grade	Anchor Standard: Economics/Personal Financial Literacy 10. Personal Financial Literacy	
Performance Standard(s)		
HS	9-12.Econ.51. Prepare a budget or spending plan that depicts varying sources of income, a planned saving strategy, taxes, and other sources of fixed and variable spending.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● How to prepare a budget ● Understanding net vs. gross income ● Mandatory expenditures <ul style="list-style-type: none"> ○ Housing ○ Utilities ○ Insurance ○ Taxes ● Savings strategies <ul style="list-style-type: none"> ○ Retirement ○ Savings accounts ○ Investments ● Variable Spending ● Discretionary Spending 	<ul style="list-style-type: none"> ● What are the steps in creating a budget? ● What are your short-term and long-term financial goals? ● What are the benefits of paying taxes?
Vertical Alignment		
	<p><i>Previous Grades:</i></p> <p>8.103. Determine the relationship between long-term goals and opportunity cost.</p>	<p><i>High School Connections:</i></p> <p>9-12.NMH.40. Analyze the private and public industries that have impacted New Mexico's economy.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Students will create a budget that represents all facets of their income, a planned savings strategy, taxes and other sources of income. 	<p>Fixed expenses - expenses that stay the same each month.</p> <p>Variable expenses - expenses that change from month to month.</p> <p>Budget - estimation of finances over a period of time.</p> <p>Financial goals - a plan you have for your money.</p> <p>Gross income - a person's income before taxes.</p> <p>Net income - a person's income after taxes.</p> <p>Taxable income - portion of your gross income that is taxable.</p>

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	Anchor Standard: Economics/Personal Financial Literacy 10. Personal Financial Literacy	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Econ.52. Evaluate options for payment on credit cards and the consequences of each option.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Types of credit cards <ul style="list-style-type: none"> ○ Credit card ○ Charge cards ● Considerations when choosing a credit card <ul style="list-style-type: none"> ○ Annual fee ○ Benefits ○ Interest rate ○ Impact on credit score ○ Self-control ● Options for payment <ul style="list-style-type: none"> ○ Pay in full ○ Partial payment ○ Minimum payment ● Consequences <ul style="list-style-type: none"> ○ Variable interest rates ○ Interest charges ○ Impact on credit score 	<ul style="list-style-type: none"> ● What happens if a borrower fails to pay a credit card account? ● What are the benefits and risks of credit cards?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>6.53. Analyze how external factors might influence spending decisions for different individuals and households.</p>	<p><i>High School Connections:</i></p> <p>9-12.US.129. Assess how social, economic, political, and environmental developments at global, national, regional, and local levels affect the sustainability of modern and traditional cultures.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Students will be able to understand debt management. ● Students can explain the benefits and risks associated with credit cards ● Students can explain how to choose which credit card option is best for them. 	<p>Unsecured loans - loans that do not involve collateral, including student loans, credit cards, and personal loans.</p> <p>Secured loans - loans backed by collateral (checking or savings account can be charged).</p>	

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	Anchor Standard: Economics/Personal Financial Literacy 10. Personal Financial Literacy		
<i>Grade</i>	Performance Standard(s)		
HS	9-12.Econ.53. Describe how a credit score impacts the ability to borrow money and at what rate.		
	Sample Concept/Content	Supporting Questions	
	<ul style="list-style-type: none"> ● Credit Bureaus <ul style="list-style-type: none"> ○ Equifax ○ TransUnion ○ Experian ● FICO Score Factors <ul style="list-style-type: none"> ○ New credit ○ Length of credit history ○ Credit mix ○ Payment history ○ Amounts owed ● Credit score ranges ● Impacts of credit scores <ul style="list-style-type: none"> ○ Ease of obtaining a mortgage or auto loan ○ Ease of obtaining a credit card ○ Renters' credit checks ○ Interest rates 	<ul style="list-style-type: none"> ● What are the main factors that are included in credit scores? ● How can a person increase their credit score? 	
	Vertical Alignment		
	<i>Previous Grades:</i> 6.45. Describe how trade networks and the transfer of goods and ideas linked post-classical societies.	<i>High School Connections:</i> 9-12.US.71. Assess the impact and legacy of New Deal relief, recovery, and reform programs.	
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development	
	<ul style="list-style-type: none"> ● Students will be able to read a credit score and understand the importance of paying debt on time. 	<p>Credit - transaction between two parties in which one (the creditor or lender) supplies money, goods, services, or securities in return for a promised future payment by the other (the debtor or borrower).</p> <p>Credit score - a number between 300 and 850 assigned to a person that indicates to lenders their capacity to repay a loan.</p> <p>Borrower - a person or organization that takes and uses something belonging to someone else with the intention of returning it.</p>	

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	Anchor Standard: Economics/Personal Financial Literacy 10. Personal Financial Literacy	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Econ.54. Identify various strategies students can use to finance higher education and how to access student aid through completion of the Free Application for Federal Student Aid (FAFSA).	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Post high school options: <ul style="list-style-type: none"> ○ Four-year university ○ Junior or community college ○ Trade school ○ Military ● Ways to finance higher education: <ul style="list-style-type: none"> ○ Payment plans ○ Federal student loans ○ Pell grants ○ Outside scholarships ○ University scholarships ○ G.I. Bill benefits ● FAFSA process <ul style="list-style-type: none"> ○ Subsidized vs. unsubsidized loans 	<ul style="list-style-type: none"> ● What are your options after high school? ● Describe your perfect college and career.
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>8.105. Illustrate the power of compounding to highlight the importance of investing at a young age.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.US.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Understand the FAFSA process and how to apply for funding. ● Identify places where they can find and apply for scholarships. ● Explain the benefits and trade-offs of each of their post high school options. 	<p>FAFSA - Free Application for Federal Student Aid. Scholarships - a grant or payment made to support a student's education, awarded on the basis of academic or other achievement. Grants - a sum of money given by a government or other organization for a particular purpose. Subsidized loan - loans that do not accrue interest while the student is in school at least half-time. Unsubsidized loan - loans that begin collecting interest from the day of disbursement.</p>

New Mexico Instructional Scope Social Studies Guide

 Grade	Anchor Standard: Economics/Personal Financial Literacy 10. Personal Financial Literacy	
Performance Standard(s)		
HS	9-12.Econ.55. Calculate the total cost of repaying a loan under various rates of interest and over different time periods.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Down payment vs. loan amount ● Amortized installment plans <ul style="list-style-type: none"> ○ Loan length (5-year, 15-year, 30-year) ● Revolving credit lines ● Principal paid ● Interest rates <ul style="list-style-type: none"> ○ Long term impact on total loan amount 	<ul style="list-style-type: none"> ● What is the difference between a monthly loan payment with a 10% down payment versus a 20% down payment? ● How can a down payment make a borrower more attractive to a lender?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>8.105. Illustrate the power of compounding to highlight the importance of investing at a young age.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.WH.17. Assess how social, economic, political, and environmental developments at global, national, regional, and/or local levels affect the sustainability of modern and traditional cultures.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Identify and explain different examples of loans that may require down payments. ● Use online tools to calculate the total value of an amortized loan at a given interest rate. 	<p>Amortized installment - reduce or pay off (a debt) with regular payments.</p> <p>Principal - a payment that goes toward the repayment of the original amount of money borrowed in a loan.</p> <p>Interest rate - the amount a lender charges a borrower and is a percentage of the principal—the amount loaned.</p>	

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	Anchor Standard: Economics/Personal Financial Literacy 10. Personal Financial Literacy	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Econ.56. Explain what a mortgage is, why most Americans require one to finance a home, and the challenges of financing mortgages on tribal land.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Mortgage <ul style="list-style-type: none"> ○ FHA loans ○ VA loans ○ Fixed-rate ○ Adjustable rates ● Key considerations: <ul style="list-style-type: none"> ○ Repayment period ○ Interest rate ● Challenges for Indigenous Americans in obtaining mortgages <ul style="list-style-type: none"> ○ Limited assets or credit history ○ Land ownership challenges/ fractioned ownership ○ Lack of nearby lending institutions 	<ul style="list-style-type: none"> ● What is necessary to secure a mortgage loan? ● What is the difference between adjustable-rate and fixed-rate mortgages?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>8.103. Determine the relationship between long-term goals and opportunity cost.</p>	<p><i>High School Connections:</i></p> <p>9-12.NMH.40. Analyze the private and public industries that have impacted New Mexico's economy.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Compare and contrast monthly mortgage payments for loans that differ in repayment period, amount borrowed, and interest rate. ● Compare the different types of mortgages while understanding the benefits of each. 	<p>Mortgage - a loan used to purchase or maintain a home, land, or other types of real estate.</p> <p>Adjustable rate - a home loan with an interest rate that can change periodically.</p> <p>Fixed rate - a home loan with an interest rate that will not change over the term of the loan.</p> <p>Repayment period - time frame a borrower has—generally, from 10 to 30 years—to pay back your home loan.</p>	

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	Anchor Standard: Economics/Personal Financial Literacy 10. Personal Financial Literacy	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Econ.57. Explain how investing may build wealth and help meet financial goals (e.g., stocks, bonds, mutual funds, retirement savings options, real estate).	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Earned income vs. unearned income ● Tax rates <ul style="list-style-type: none"> ○ Income taxes ○ Capital gains taxes ● Methods of investing: <ul style="list-style-type: none"> ○ Savings accounts ○ Stocks ○ Bonds ○ Mutual funds ○ Retirement savings <ul style="list-style-type: none"> ■ ROTH IRA ■ 401(k) or 403(b) ■ Pension plans ○ Real estate 	<ul style="list-style-type: none"> ● What is the difference between earned and unearned income? ● How much money can you earn through real estate purchases?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>8.105. Illustrate the power of compounding to highlight the importance of investing at a young age.</p>	<p><i>High School Connections:</i></p> <p>9-12.Econ.17. Evaluate the market value of income earned through wages and other activities associated with saving and investing.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Describe the benefits and risks associated with different methods of investing. ● Compare different types of retirement accounts. 	<p>Earned income - includes all the taxable income and wages an individual earns from working.</p> <p>Unearned income - income that not acquired through work or business activities</p> <p>Stocks - a share of a company which entitles the holder to a fixed dividend.</p> <p>Bonds - a loan taken out by a company from individual investors instead of a financial institution.</p> <p>Mutual funds - an investment strategy that allows the investor to pool your money together with other investors to purchase a diverse collection of stocks, bonds, or other securities.</p>	

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	Anchor Standard: Economics/Personal Financial Literacy 10. Personal Financial Literacy		
Grade	Performance Standard(s)		
HS	9-12.Econ.58. Explain various types of insurance and the purpose of using insurance to protect financial interests.		
	Sample Concept/Content	Supporting Questions	
	<ul style="list-style-type: none"> ● Types of Insurance: <ul style="list-style-type: none"> ○ Home ○ Health ○ Life ○ Disability ○ Auto ● Factors influencing the cost of insurance: <ul style="list-style-type: none"> ○ Personal history ○ Benefit plan ○ Age ○ Level of risk ● Benefits of Insurance: <ul style="list-style-type: none"> ○ Risk mitigation ● Methods of attaining insurance: <ul style="list-style-type: none"> ○ Workplace ○ Federal government ○ Private agencies 	<ul style="list-style-type: none"> ● What are the potential financial consequences of not having health insurance? ● Do you think that all young adults should have access to have life, health, and disability insurance? 	
	Vertical Alignment		
	<i>Previous Grades:</i> 8.104. Identify ways insurance may minimize personal financial risk.	<i>High School Connections:</i> 9-12.WH.17. Assess how social, economic, political, and environmental developments at global, national, regional, and/or local levels affect the sustainability of modern and traditional cultures.	
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development	
<ul style="list-style-type: none"> ● Find quotes on different types of coverage to determine what they can afford. ● Explain which types of insurance are mandatory and which are optional. 	Life Insurance - insurance that pays out a sum of money either on the death of the insured person or after a set period.		

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.

8.104. Identify ways insurance may minimize personal financial risk.

9-12 Econ 57. Explain how investing may build wealth and help build financial goals.

9-12.WH.13. Evaluate the impact of global interconnectedness on international economic stability and growth

912.Econ.20. Compare the advantages and disadvantages of major economic systems found around the world.

In this sample task students will learn about their risk tolerance as well as the possible consequences of taking big financial risks.

Sample Task #5

Students will be able to assess their knowledge of behavioral economics through [playing the Risk and Loss Aversion game](#) developed by NextGen Personal Finance. After the game is over, students will complete the questions provided in the notes organizer.

After playing the game and completing the processing questions, students will apply what they learned in the game to real life. Each student will be given \$10,000 fake dollars. They will need to choose how to invest their money based on their risk tolerance.

- High Risk: Students can choose to invest their \$10,000 in ONE stock on the NYSE.
- Moderate Risk: Students can invest \$5,000 in ONE stock on the NYSE and invest the other \$5,000 in a bond that is guaranteed to yield 5% (a \$250 profit).
- Low Risk: Students can invest all \$10,000 in a bond that is guaranteed to yield 5% (a \$500 profit).

Students will track their “investments” for a week to see whose gamble paid off and who made the most profit.

Students will conclude their experience by writing a short paragraph that includes the following information:

- How did your experience in the first game influence your investing strategy?
- Having seen how your investments played out, how will this impact your investing strategy in the future?

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Exemplar Student Responses

“In the first game I lost all of my points because I was risking my points too often, which made me afraid to choose the riskiest investment option. But I still wanted the ability to make a profit, so I chose the moderate risk option, because I knew even if I lost some money on the stock market, I’d still be making profits off of my other investment. What I learned is that it is important to not put all of your money in one investment and instead to split it up so that you don’t lose all of your money if something bad happens to the company you’ve invested in.”

DOK

Blooms

3

Predict

Cross-Curricular Connections

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text?

There is no assigned text for this activity. Instead it is an exploratory game that allows students to apply the content in real world scenarios.

How are those groups and individuals portrayed?

No individuals are portrayed in this task.

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

This activity may expose students to economic concepts that they have not been exposed to prior, such as stocks and bonds. It also may cause students to question the fairness of the stock market as an indicator of the strength of an economy, since not everyone is invested in the stock market.

What supports are provided to teachers to identify blind spots?

If teachers need support with teaching the stock market to students, the website [HowTheMarketWorks](#) offers lesson plans and teachers’ guides on how to teach the stock market through gamified lessons.

How is this text culturally/linguistically responsive?

This activity creates a low-stakes way of exposing students to investment options to help all students, not just those from privileged backgrounds, make smart investment decisions in the future.

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VABB Analysis

Validate	Affirm
<i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i>
<p>How can knowledge of risk and investing set a person up for long-term economic success?</p> <p>ESR: If a person knows how to invest their money, they are going to make more money in the long term, which they can pass on to their children. It can also save a person from losing a lot of money by making too many risky investments.</p>	<p>Do you think smart investing strategies are enough to make a person financial secure, or do you think there are other things a person has to do to set themselves up for long term financial success?</p> <p>ESR: I think smart investing is one piece of the puzzle, but it requires more than that. People still need to work hard to earn the money in the first place, and they also have to have self-control to not spend all of their money on flashy things like nice cars or electronics.</p>
Build	Bridge
<i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	<i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
<p>How do you define the American Dream?</p> <p>ESR: I would define “the American Dream” as having the ability to come from nothing and still make a life for yourself. It doesn’t mean you need to be a billionaire or anything, but it means that you can do better than the circumstances you were born into.</p>	<p>Do you think that the American Dream is still alive?</p> <p>ESR: Yes, I think the American Dream is still alive because people still come here from all over the world to seek out a better life. If the American Dream weren’t alive, I don’t think people would still try to move here to make a better life.</p>

Suggested Student Discourse

Question	Method
Do you think that the American Dream is still alive?	<p>Type: Debate Strategy: Four Corners Debate A debate structure that requires students to show their position on a specific statement (strongly agree, agree, disagree, strongly disagree) by standing in a particular corner of the room. This activity elicits the participation of all students by requiring everyone to take a position.</p>

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Multi-Layered System of Supports/Suggested Instructional Strategies

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

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

Instructional Supports:

Vocabulary/Text-Based Questioning:	Strategies:
<p>Vocabulary to Pre-Teach:</p> <ul style="list-style-type: none"> ● Stocks ● Bonds ● Risk <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> ● Is there a correlation between risk and reward in investing? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● The teacher provides a copy of the notes organizer from NextGen finance. ● Teacher provides a GoogleSheet that automatically calculates the rate of return for stocks and bonds in the game. <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Sentence stems for the culminating paragraph.