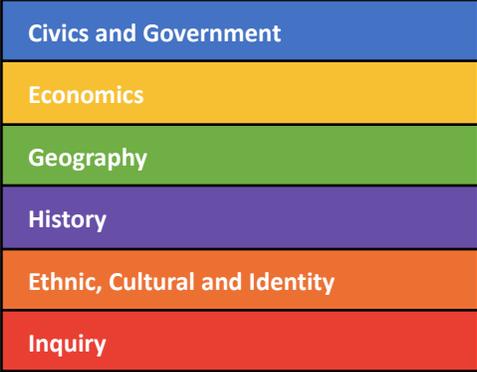


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Key

	<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 style="text-align: center;">  </div>
	<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>

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High School Geography
11. Geographic Representations and Reasoning

Compelling Question	Inquiry Alignment
Why is it important to understand geography?	9-12.Geo.1. Create compelling questions representing key ideas with the disciplines.
	9-12.Geo.3. Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the sources to guide the selection.
	9-12.Geo.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.

Standards at a Glance

High School Geography	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 9-12.Geo.13. Analyze the characteristics and purposes and uses of geographic tools, knowledge, and skills. 9-12.Geo.14. Create maps to display and explain the spatial patterns of culture and environment. 9-12.Geo.15. Interpret geographic characteristics of cultures, economies, and political systems. 9-12.Geo.16. Analyze geographic representations to explain changes over time. 9-12.Geo.17. Apply geographic knowledge and geospatial skills to interpret the past and present to make informed decisions.

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	Anchor Standard: Geography 11. Geographic Representations and Reasoning	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Geo.13. Analyze the characteristics and purposes and uses of geographic tools, knowledge, and skills.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Different types of maps: <ul style="list-style-type: none"> ○ Political ○ Physical ○ Topographic ● Use of technology in geography ● Different characteristics and types of demographics: <ul style="list-style-type: none"> ○ Population ○ Density ○ Age ○ Birth/Death Rates ○ Gender ● Globe, map and atlas skills 	<ul style="list-style-type: none"> ● What geographical tools are used to analyze and determine the role of geography in physical, political, human, and thematic geography? ● Why are different types of maps used in geography to organize events and places? ● Why do the different types of maps change?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>6.14. Create maps, charts, infographics, or digital media that communicate research findings or other significant information.</p> <p>6.17. Create and use maps, globes, and graphs to gather, analyze, and report geographic information.</p>	<p><i>High School Connections:</i></p> <p>9-12.US.35. Analyze and predict how locations, places, and regions impact the evolution of human perspective and identity.</p> <p>9-12.WH.15. Analyze and explain the reciprocal relationship between physical, geographical locations and the patterns and processes humans create within them.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Locate and describe geographical places on a map. ● Demonstrate the use of a globe. ● Interpret geographical data. ● Differentiate and use the different types of maps. ● Utilize an atlas and other types of geographic photographs and illustrations. 	<p>Physical map - representation of geography dealing with the natural features of the earth.</p> <p>Political map - representation of spatial information, marking boundaries of states, countries, or other government divisions.</p> <p>Thematic map - representation of data on a specific topic for a specific area.</p> <p>Topographical map - representation of land features such as mountains and valleys using large-scale and quantitative detail representation.</p>

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		<p>Demographic - a particular sector of a population.</p> <p>Physical geography - the study of the natural features and processes of the earth.</p> <p>Human geography - the study of the distribution of networks of people and cultures on earth's surface.</p>
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	Anchor Standard: Geography 11. Geographic Representations and Reasoning	
Grade	Performance Standard(s)	
HS	9-12.Geo.14. Create maps to display and explain the spatial patterns of culture and environment.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Different types of maps: <ul style="list-style-type: none"> ○ Political ○ Physical ○ Topographic ● Spatial patterns of natural resources: <ul style="list-style-type: none"> ○ Clusters of fossil fuels ○ Fresh, clean drinking water availability ○ Staple crops of the world ● Resource spatial patterns impact on human communities: <ul style="list-style-type: none"> ○ Population distribution ○ Paradox of undernourishment ● Spatial patterns within communities: <ul style="list-style-type: none"> ○ Demographic trends and distribution patterns ○ Cultural centers, cultural isolation, and cultural diaspora ○ Community development patterns (green spaces, food deserts, road systems, etc.) ● Cartographer bias 	<ul style="list-style-type: none"> ● What tools and resources can be used to create maps? ● How does geography influence the development of culture? ● What are the advantages and limitations of maps?
	Vertical Alignment	
<p><i>Previous Grades:</i></p> <p>6.14. Create maps, charts, infographics, or digital media that communicate research findings or other significant information.</p> <p>6.17. Create and use maps, globes, and graphs to gather, analyze, and report geographic information.</p>	<p><i>High School Connections:</i></p> <p>9-12.US.35. Analyze and predict how locations, places, and regions impact the evolution of human perspective and identity.</p> <p>9-12.WH.15. Analyze and explain the reciprocal relationship between physical, geographical locations and the patterns and processes humans create within them.</p>	

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	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none">● Create and organize thematic maps.● Explain how geographical concepts impact culture and environment.● Analyze geographical spatial patterns and association.● Understand shape, size, distance and directions as it relates to geographic trends.	<p>Spatial patterns - the structure, placement and arrangement of objects on earth.</p> <p>Culture - deep patterns of values, beliefs, practices and traditions that have been compiled and normalized over a period of time, setting the standard for what is normal and expected.</p> <p>Environment - the features and components of a geographical region or community.</p> <p>Demographic - a particular sector of a population.</p>

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	Anchor Standard: Geography 11. Geographic Representations and Reasoning	
Grade	Performance Standard(s)	
HS	9-12.Geo.15. Interpret geographic characteristics of cultures, economies, and political systems.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Political geography, including the development and evolution of: <ul style="list-style-type: none"> ○ Nation-states ○ Multinational states ○ Stateless nations ● Trade, resources, and wealth ● Borders of political units ● Economic systems: <ul style="list-style-type: none"> ○ Capitalism ○ Socialism ○ Communism ○ Traditional economies ○ Mixed 	<ul style="list-style-type: none"> ● Why and how have political borders changed over time? ● How does geography impact economic policies and activities? ● How does place and location relate to cultural characteristics? ● How does geography influence the development of culture?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>6.14. Create maps, charts, infographics, or digital media that communicate research findings or other significant information.</p> <p>6.17. Create and use maps, globes, and graphs to gather, analyze, and report geographic information.</p>	<p><i>High School Connections:</i></p> <p>9-12.US.21. Assess how social, economic, political and environmental developments at global, national, regional and local levels affect the sustainability of modern and traditional cultures.</p> <p>9-12.US.35. Analyze and predict how locations, places and regions impact the evolution of human perspective and identity.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Demonstrate how geographical characteristics impact political events and units. ● Summarize the impact geography has on economic conditions. ● Explain how location impacts the economy. ● Explain how geographic characteristics shape culture. 	<p>Nation-state - a sovereign state with subjects who are relatively homogenous.</p> <p>Nation - a large group of people who share a common history or have similar cultural characteristics.</p> <p>State - a geographic area organized into one political unit.</p> <p>Political systems- the process used to make political and government decisions. . It is usually compared to</p>

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		<p>the legal system, economic system, cultural system, and other social systems.</p> <p>Demographic - a particular sector of a population.</p> <p>Identity - the collective set of characteristics, qualities and beliefs by which a person is definitely recognized or known.</p> <p>Economic systems - how society and government organize and distribute resources, goods and services.</p> <p>Culture - deep patterns of values, beliefs, practices and traditions that have been compiled and normalized over a period of time, setting the standard for what is normal and expected.</p>
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 Anchor Standard: Geography 11. Geographic Representations and Reasoning	
Grade	Performance Standard(s)
HS	9-12.Geo.16. Analyze geographic representations to explain changes over time.
Sample Concept/Content	Supporting Questions
<ul style="list-style-type: none"> ● Types of geographic representations: <ul style="list-style-type: none"> ○ Maps ○ Globes ○ Diagrams ○ Images ● Functions of geographic representation: <ul style="list-style-type: none"> ○ Analysis ○ Visualization ○ Input ○ Manipulation ● Similarities and differences of information at different scales, places, and times 	<ul style="list-style-type: none"> ● What is the difference between a location, place or region? ● What are the different types of geographical representations? ● Why do geographic representations of a similar area change from one time period to another?
Vertical Alignment	
<p><i>Previous Grades:</i></p> <p><i>6.14. Create maps, charts, infographics, or digital media that communicate research findings or other significant information.</i></p> <p><i>6.17. Create and use maps, globes, and graphs to gather, analyze, and report geographic information.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.NMH.44. Analyze multiple perspectives of how water use, policy and management has changed over the centuries in New Mexico.</i></p>
Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Explain the different types of geographic representations (such as maps, globes, images, graphs, charts, photographs, satellite images). ● Analyze how geographic representation is used to explain different types of information. 	<p>Geographic representation - the study of the natural features of the earth's surface.</p> <p>Demographic - a particular sector of a population.</p>

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	Anchor Standard: Geography 11. Geographic Representations and Reasoning	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Geo.17. Apply geographic knowledge and geospatial skills to interpret the past and present to make informed decisions.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● The use of geographical data to better understand the goals and impact of human interaction and activity: <ul style="list-style-type: none"> ○ Behavioral geography ○ Impacts of change in the relationship of humans to the environment ● Relationship of geographical data: <ul style="list-style-type: none"> ○ Aggregated data vs. disaggregated data ○ Geospatial information and technologies (data about where things are combined with data about what things are like) 	<ul style="list-style-type: none"> ● How can geography knowledge and skills be used to understand current events and issues? ● Which geographical tools can be used to explain the geography of a given place?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>6.17. Create and use maps, globes, and graphs to gather, analyze, and report geographic information.</p>	<p><i>High School Connections:</i></p> <p>9-12.US.35. Analyze and predict how locations, places, and regions impact the evolution of human perspective and identity.</p> <p>9-12.WH.15. Analyze and explain the reciprocal relationship between physical, geographical locations and the patterns and processes humans create within them.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Analyze different types of geographical information, data and imagery to make informed decisions. ● Explain how different geography impacts political and societal decision making. 	<p>Geographic representation - the study of the natural features of the earth’s surface.</p> <p>Geospatial skills/information - the knowledge and ability to analyze the collective data with a geographic component and the technology used to gather it.</p>	

ASSESSMENT AND SAMPLE TASK GUIDE

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

Geography 11. Geographic Representations and Reasoning

- 9-12.Geo.16. Analyze geographic representations to explain changes over time.

Inquiry 23. Construct Compelling and Supporting Questions

- 9-12.Geo.1. Create compelling questions representing key ideas with the disciplines.

Inquiry 24. Gather and Evaluate Sources

- 9-12.Geo.3. Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the sources to guide the selection.

Sample Task #1

Students will compare different types of maps in order to understand how geographers use maps to show relationships between time, space, and scale:

1. Students compare a map of Africa's ethnicities to a map of its borders and a map of its physical geography.
 - [Map of Africa's ethnicities](#)
 - [Map of Africa's borders](#)
 - [Map of Africa's physical geography](#)
2. Prompt: Critically evaluate the maps. Discuss, with supporting evidence, your conclusions about the relationship between the maps. What do they reveal about the connections between Africa's populations, political geography, and physical features?
3. In groups, students will use deliberative processes to debate the benefits and challenges to the decisions cartographers have made about how to depict the information.

Exemplar Student Responses

1. Students responses should note:
 - Areas of overlap between the maps.
 - Areas of divergence between the maps.
 - Key geographic features and how these may have influenced the ethnic distribution of groups in Africa.
 - A discussion on how political boundaries and ethnicity do and do not overlap.
 - A discussion on potential challenges countries may face due to the distribution of resources and cultures.
 - An explanation on what data is available in the maps, what data is missing, and what inferences they are making in their examinations.

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2. Student discussions should:
- Allow all perspectives to be heard.
 - Make group decisions using key information, a decided upon process, and an organized system of letting choice be known.
 - Focus on the prompt at hand.

DOK	Blooms
2	Understanding/Compare

Cross-Curricular Connections

ELA

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.

CCSS.ELA-LITERACY.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RST.11-12.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

Science

HS-ESS3.C: Human impacts on earth systems.

The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text?

The maps represent the range of ethnicities living on the African continent.

How are those groups and individuals portrayed?

The information is presented as visual data, without subjective or value based information about the people it represents.

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

These maps allow for a critical examination of the many ethnicities in Africa. They show the diversity of the continent, calling into question the stereotype that Africa and its people are monolithic.

What supports are provided to teachers to identify blind spots?

The maps do not provide directed support to identify blindspots. Teachers will need to call attention to the diversity represented within the maps.

How is this text culturally/linguistically responsive?

The maps represent the ethnic diversity of Africa. They show students that Africa is a multicultural area with a range of people and experiences. They challenge the idea that Africans, and descendants of the African diaspora, are all alike.

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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>Question: How does our understanding of maps show us the impact of geography on culture?</p> <p>ESR: Maps show movement over time and show political borders. When we understand them better we can see trends and analyze the reasons for this movement and change.</p>	<p>Question: How has the clash of different cultures changed geography over time?</p> <p>ESR: Responses will vary. Examples could include:</p> <ul style="list-style-type: none"> • The Spanish conquest of the Southwest. • The movement of former slaves from the American South to cities of the North.
Build	Bridge
<i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	<i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
<p>Question: How can geography impact a culture's history?</p> <p>ESR: Some cultures have had to adapt to different geographic surroundings adapting to new environments.</p>	<p>Question: How have geographers represented different cultural groups over time?</p> <p>ESR: Some cultural and ethnic groups have been marginalized through the division of their peoples based on political maps.</p>

Suggested Student Discourse

Question	Method
Why is it important to understand geography?	<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"> ● Physical geography, human geography, geographic representation <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> ● After examining each map, create a 1-2 sentence summary of what you observed. ● State the cartographer’s purpose for creating the map. ● Make at least two inferences that you can draw from the map. ● What are two questions that are answered in the map? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Graphic organizers ● Choice of presentation format, ● Use of multi-modal teacher presentation and student processing strategies ● Check for understanding and progress toward task completion (executive function support). <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● ELL: Coordinate with ELL teacher for pre-teaching and checking for understanding and progress toward task completion. ● IEP: Ensure accommodations are available to students in accordance with their IEP. (ie: extra time, reduced workload, appropriate type and complexity of response mode, text to speech, scribe ect.)

High School Geography
12. Location, Place, and Religion

Compelling Question	Inquiry Alignment
<p>How do humans shape geography?</p>	<p>9-12.Geo.5. Identify evidence that draws information directly and substantively from multiple sources to delete inconsistencies in evidence in order to revise or strengthen claims.</p>
	<p>9-12.Geo.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>

Standards at a Glance

**Geography 12.
 Location, Place, and
 Region**

- 9-12.Geo.18. Interpret the reciprocal relationship between physical, geographical locations and the patterns and processes humans create within them.
- 9-12.Geo.19. Evaluate the process of place-making and the development of place-based identity.
- 9-12.Geo.20. Explain the distinguishing features of formal, functional, and perceptual regions.

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	Anchor Standard: Geography 12. Location, Place, and Region	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Geo.18. Interpret the reciprocal relationship between physical, geographical locations and the patterns and processes humans create within them.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Climate ● Natural Processes of the Earth: <ul style="list-style-type: none"> ○ Soil erosion ○ Climate events ○ Water access ● Impact of natural process on human behavior: <ul style="list-style-type: none"> ○ Migration ○ Need to harness resources ○ Patterns of behavior (modes of transportation, recreation, etc.) ● Impact of human behavior on geographic locations: <ul style="list-style-type: none"> ○ Intentional impacts and unintentional effects (dams and changes to the water system) ○ Impacts on ecosystems, physical structures, and weather systems ○ Direct behaviors (logging), indirect behaviors (energy consumption) 	<ul style="list-style-type: none"> ● How do we use land to shape our environment? ● How does geographic inquiry help people understand and appreciate their place in the world? ● What is the relationship between physical and human geography?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>6.18. Identify how natural forces shape Earth's environments and regions.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.WH.15. Analyze and explain the reciprocal relationship between physical, geographical locations and the patterns and processes humans create within them.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Explain how relationships and interactions between humans and physical systems explain reciprocal influences. ● Analyze how human migration has forced people to adapt to the physical aspects of geographical locations. 	<p>Physical geography - study of the natural features and processes of the earth.</p> <p>Human geography - study of the distribution of networks of people and cultures on earth's surface.</p>	

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	Anchor Standard: Geography 12. Location, Place, and Region	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Geo.19. Evaluate the process of place-making and the development of place-based identity.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Community characteristics: <ul style="list-style-type: none"> ○ Level of social involvement ○ Geographical relationships ○ Expected behaviors ● Economic Characteristics <ul style="list-style-type: none"> ○ Types of industry/jobs ○ Distance between activities ○ Level of reliance on outside resources ● Political Characteristics <ul style="list-style-type: none"> ○ Values ○ Historical identity ○ Level of uniformity ○ Impact of various groups ● Public Spaces ● Role of major physical geography on place based identity 	<ul style="list-style-type: none"> ● How does place-making utilize physical features in order to develop place-based identity? ● What is the role of function, history, culture and potential in the development of place-based identity?
	Vertical Alignment	
	<i>Previous Grades:</i> 6.19. Identify how differences and similarities between diverse groups impact perspectives. 6.21. Explain how the treatment of people in ancient civilizations shaped group identities and cultures.	<i>High School Connections:</i> 9-12.ECI.15. Identify and explore how current traditions, rites, and norms of identity groups have changed or are changing over time.
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Summarize the role of community character and social involvement. ● Analyze examples of different activities in place-making. ● Analyze the negative impact of place-making on different cultures and groups of people. 	Place-making - the design activity that uses communications to create experiences that connect people to place. Identity - the collective sets of characteristics, qualities and beliefs by which a person is definitively recognized or known. Place-based identity - the meaning and significance of places for their inhabitants and users, and how these meanings contribute to individuals' conceptualizations of self.

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	Anchor Standard: Geography 12. Location, Place, and Region	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Geo.20. Explain the distinguishing features of formal, functional, and perceptual regions.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Formal region: <ul style="list-style-type: none"> ○ Political (countries) ○ Linguistic (French-Canada) ○ Economic (oil-producing areas of United States) ● Functional region: <ul style="list-style-type: none"> ○ City metro areas ○ School districts ○ Power grids ● Perceptual region: <ul style="list-style-type: none"> ○ Belief based (Bible Belt) ○ Economic (Silicon Valley) ○ Cultural (Chinatown) 	<ul style="list-style-type: none"> ● What are the differences between the three types of regions? ● What are examples of formal regions? ● What are examples of functional regions? ● What are examples of perceptual regions?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>6.14. Create maps, charts, infographics, or digital media that communicate research findings or other significant information.</i></p> <p><i>6.18. Identify how natural forces shape Earth's environments and regions.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.Econ.20. Compare the advantages and disadvantages of major economic systems found around the world.</i></p> <p><i>9-12.Econ.42. Evaluate how geography, demographics, industry structure, and the rules of economic institutions influence a nation's economic development.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Explain the characteristics of a formal region. ● Explain the different types of functional regions. ● Explain examples of perceptual regions. ● Contrast formal, functional and perceptual regions. 	<p>Region - geographic area with common characteristics and patterns.</p> <p>Formal region - geographic area defined by predominant or universal attributes.</p> <p>Functional region - geographic area organized around a node or center point primarily based around economics or communications.</p> <p>Perceptual region - geographic area that exists because of people's feelings, beliefs and attitudes and not by objective data.</p>	

ASSESSMENT AND SAMPLE TASK GUIDE

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

Geography 12. Location, Place and Region

- 9-12.Geo.18. Interpret the reciprocal relationship between physical, geographical locations and the patterns and processes humans create with them.

Inquiry 25. Develop Claims

- 9-12.Geo.5. Identify evidence that draws information directly and substantially from multiple sources to delete inconsistencies in evidence in order to revise or strengthen claims.
- 9-12.Geo.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Sample Task #2

Students will investigate the impact of human behavior on the natural processes of physical geography and develop class presentations showing examples of impact and ramifications of humans.

1. Students pick a region of the United States.
2. Students research the resource consumption and impact of human activities on the region. Potential areas of research include:
 - Water use, availability, and predicted future.
 - Major resources currently used, changes in resource use overtime, elimination of resources, and addition of new resources.
 - Impacts of industry, energy consumption, and human activities.
 - Differences in resource use and impacts on different groups in the region.
 - Expected challenges and opportunities for the future.
3. Students deliver a presentation detailing the course of human impact on their chosen region and the implications for the future of people in the region.

Exemplar Student Responses

1. Students responses should include:
 - A multi-era examination of the region described.
 - A description of the traditional resource use of the area.
 - A discussion of any changes to the traditional use including approximate time frame of the change, reasons for the change, and nature of the change.
 - A discussion on who the major users of the resources are.
 - A discussion of the impacts of changes on both humans and the natural world.
 - A discussion on how the different groups experience the impacts differently.
 - A research backed prediction for the future of the region.
2. Student presentations should relate key facts and have support of strong sources.

New Mexico Instructional Scope Social Studies Guide

DOK	Blooms
3	Investigate
Cross-Curricular Connections	
<p style="text-align: center;">ELA</p> <p style="text-align: center;"><u>CCSS.ELA-LITERACY.RH.11-12.7</u> <i>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.</i></p> <p style="text-align: center;"><u>CCSS.ELA-LITERACY.RH.9-10.7</u> <i>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</i></p> <p style="text-align: center;"><u>CCSS.ELA-LITERACY.RST.11-12.4</u> <i>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</i></p> <p style="text-align: center;">SCIENCE</p> <p style="text-align: center;"><u>HS-ESS3.C: Human impacts on earth systems.</u> <i>The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources.</i></p>	
Culturally and Linguistically Responsive Teaching and Learning	
<p>Who is represented in the text? As a research-based task, the texts will depend on the research conducted by the students. Part of the research will focus on individual groups impacted in a region and how these impacts may differ depending on the group.</p> <p>How are those groups and individuals portrayed? Research should portray the real life resource use of groups and the effects that use has on their future.</p> <p>Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities? By looking at both the major users of resources and the impact on different groups, students can identify inequities in access to natural resources and the imbalance of potential future challenges.</p> <p>What supports are provided to teachers to identify blind spots? Teachers will need to support students to identify blindspots as they conduct open ended research.</p> <p>How is this text culturally/linguistically responsive? The task provides students the opportunity to examine how current resource use impacts different cultural groups in varying ways. This allows them to identify inequities in access and obstacles for different groups.</p>	

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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>Question: How is your family impacted by the geography around you?</p> <p>ESR: Student answers will vary depending on circumstances. Students may discuss: family jobs, impacts of wildfires, traditional activities, etc.</p>	<p>Question: What does student research show about how humans have shaped changes in geography over time?</p> <p>ESR: Maps show movement over time and show political borders. When we understand them better we can see trends and analyze the reasons for this movement and change.</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>Question: How do the respective and individual viewpoints of students from different cultural backgrounds influence change in geography?</p> <p>ESR: Students can discuss reflective experiences, personal situations regarding human environment impact and their political perspectives.</p>	<p>Question: How would you propose addressing coming challenges to your area's resources, and how would this impact different cultural groups?</p> <p>ESR: Students can discuss how human impacts on geography affects areas from their local community, ideas for conservation or different uses of resources, and ways this will impact different community members.</p>

Suggested Student Discourse

Question	Method
<p>What is the role of function, history, culture and potential in the development of place-based identity?</p>	<p>Type: Deliberation Strategy: Question Formulation Technique Students are given a stimulus, which they then respond to using questions only. They hone their questions to make them more thoughtful, which then serves as a starting point for research.</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"> ● Human geography, demographic, globalization <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> ● After reading, create a 1-2 sentence summary of what you read. ● Identify the main idea of the text and provide three supporting details. ● State the author’s purpose for writing the text. ● Make at least two inferences that you can draw from the text that were not explicitly stated by the author. ● Give an example of one opinion stated by the author (if any), and give one example of a fact that the author provided. ● What are two questions that are answered in the text? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Technology ● Fillable graphic organizers ● Choice of presentation format ● Choice of group size or to work alone ● Use of multi-modal teacher presentation and student processing strategies ● Check for understanding and progress toward task completion (executive function support). <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● ELL: Coordinate with ELL teacher for pre-teaching and checking for understanding and progress toward task completion. ● IEP: Ensure accommodations are available to students in accordance with their IEP. (ie: extra time, reduced workload, appropriate type and complexity of response mode, text to speech, scribe etc.)

High School Geography
13. Movement, Population, and Systems

Compelling Question	Inquiry Alignment
What are the causes and effects of human migration and settlement?	<p>912.Geo.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.</p> <p>912.Geo.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

Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none"> 9-12.Geo.21. Explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at local, national, and global scales. 9-12.Geo.22. Evaluate the causes, characteristics, and impact of diffusion: the spread of ideas, religion, beliefs, cultural practices and traits, language, artifacts, methods, technologies, and diseases over time. 9-12.Geo.23. Describe how human systems, perceptions, and identities shape places and regions over time. 9-12.Geo.24. Analyze and predict how location, place, and region impact the evolution of human perspectives and identities. 9-12.Geo.25. Describe how particular historical events and developments shape human processes and systems in a given place or region over time. 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.
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New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Geography 13. Movement, Population, and Systems	
Grade	Performance Standard(s)	
HS	9-12.Geo.21. Explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at local, national, and global scales.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Movement of people, goods, and ideas ● Methods of transportation (transportation geography) <ul style="list-style-type: none"> ○ Public transportation ○ Private transportation ○ Freight transportation ● Movement in everyday life ● History of movement ● Economic and other human factors influencing movement ● Natural causes of movement such as energy or mass induced movement: <ul style="list-style-type: none"> ○ Water cycle ○ Tectonic plates ○ Movements within ecosystems ● Global interdependence and other inter-regional relationships ● Models of human interaction, settlement, growth, and movement <ul style="list-style-type: none"> ○ Gravity model ○ Diffusion S-Curve ○ Central Place Theory 	<ul style="list-style-type: none"> ● What factors contributed to innovation in transportation technology? ● When people migrate what goods and ideas come along with them? How do these characteristics affect the cultures with whom they come into contact? ● What are the differences between human and natural causes that influenced movement?
	Vertical Alignment	
<p><i>Previous Grades:</i></p> <p><i>6.41. Identify and compare the movement of key religions and philosophies over time.</i></p> <p><i>7.61. Describe how the movement of people influenced the division and control of resources.</i></p> <p><i>8.99. Identify immigration and emigration factors that motivated groups to move to and within the United States during time periods of mass immigration.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.US.21. 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> <p><i>9-12.US.65. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of the Earth's surface and resources.</i></p>	

New Mexico Instructional Scope

Social Studies Guide

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none">● Explain natural causes of human movement.● Compare the impacts of different types of transportation.	<p>Migration - the act, process, or instance of moving from one country, locality, or place to another.</p> <p>Immigration - travel into a country for the purpose of permanent residence there.</p> <p>Emigration - departure from a place of abode, natural home, or country for life or residence elsewhere.</p>

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	Anchor Standard: Geography 13. Movement, Population, and Systems	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Geo.22. Evaluate the causes, characteristics, and impact of diffusion: the spread of ideas, religion, beliefs, cultural practices and traits, language, artifacts, methods, technologies, and diseases over time.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Movement of people, goods, and ideas ● Comparative history of diffusion among cultures ● Economic and other human effects of diffusion among cultures ● Global interdependence and other inter-regional relationships ● Models of human interaction, settlement, growth, and movement <ul style="list-style-type: none"> ○ Gravity model ○ Diffusion S-Curve ○ Central Place Theory 	<ul style="list-style-type: none"> ● When people migrate what goods and ideas come along with them? ● How do these characteristics affect the cultures with whom they come into contact?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>6.41. Identify and compare the movement of key religions and philosophies over time.</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.US.21. 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> <p><i>9-12.US.65. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of the Earth's surface and resources.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Explain the causes and characteristics of diffusion of ideas, religion, culture. ● Compare the impacts of different forms of diffusion. ● Describe changes in global interdependence over time. ● Contrast how diseases spread in various areas of global development. 	<p>Diffusion - the spread of ideas, religion, beliefs, cultural practices and traits, language, artifacts, methods, technologies, and diseases over time.</p> <p>Culture - deep patterns of values, beliefs, practices and traditions that have been compiled and normalized over a period of time, setting the standard for what is normal and expected.</p>

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	Anchor Standard: Geography 13. Movement, Population, and Systems	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Geo.23. Describe how human systems, perceptions, and identities shape places and regions over time.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Transportation and communication ● Social hierarchies ● Political units ● Economic systems ● Cultural practices and spiritual activities ● Urbanization ● Cooperation and conflict ● Ideology ● Racial identity ● Ethnicity ● Language ● Gender ● Age ● Politics ● Social class ● Economic status 	<ul style="list-style-type: none"> ● What effect do global interdependence and/or other inter-regional and cross-cultural relationships have on people, places, and regions over time? ● What effects do political, religious, economic, and other human systems have on people, places and regions over time?
	Vertical Alignment	
<p><i>Previous Grades:</i></p> <p><i>7.71. Identify how stereotyping influences social perspectives about members of a group.</i></p> <p><i>7.76. Identify and describe the traditions, rites, and norms of the groups to which the student identifies as belonging and explore how these traditions, rights, and norms may have changed over time.</i></p> <p><i>8.39. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.Geo.18. Interpret the reciprocal relationship between physical, geographical locations and the patterns and processes humans create within them.</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>	

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	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Compare the intended to the real effects of political, religious, economic, and other human activity. ● Describe the impact of human systems on regions over time. ● Explain how inter-regional relationships alter perceptions of place over time. 	<p>Political system - the process for making official government decisions. It is usually compared to the legal system, economic system, cultural system, and other social systems.</p> <p>Religious system - a social-cultural system of designated behaviors and practices, morals, beliefs, worldviews, texts, sanctified places, prophecies, ethics, or organizations, that generally relates humanity to supernatural, transcendental, and spiritual elements.</p> <p>Perception - a way of regarding, understanding, or interpreting something; a mental impression.</p> <p>Identity - the collective set of characteristics, qualities and beliefs by which a person is definitely recognized or known.</p>

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	Anchor Standard: Geography 13. Movement, Population, and Systems	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Geo.24. Analyze and predict how location, place, and region impact the evolution of human perspectives and identities.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Place Identity Theory (Place-Based Identity) ● Sense of place and sense of belonging ● Nationalism ● Querencia ● Connection between natural resources, economic development, and identity ● Impact of geography on current events ● Place-based characteristics of: <ul style="list-style-type: none"> ○ Ideology ○ Racial identity ○ Ethnicity ○ Language ○ Religion ○ Political beliefs ○ Social class ○ Economic status 	<ul style="list-style-type: none"> ● What is Place Identity Theory? ● What does it mean when someone asks "where you are from?" What can this question reveal about human perspectives on identity and place? ● How might a person or culture's identity adapt to a new place or over time?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>7.20. Analyze how groups maintain their cultural heritage and how we see this heritage through the symbols, traditions, and culture of our state.</i></p> <p><i>8.29. Define a region by its human and physical characteristics.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.Geo.18. Interpret the reciprocal relationship between physical, geographical locations and the patterns and processes humans create within them.</i></p> <p><i>9-12.Geo.19. Evaluate the process of place-making and the development of place-based identity.</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>

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	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none">• Compare the influence of locality, region, and nation on place-based identity.• Predict factors that create a stronger sense of place-based identity in individuals.• Apply Place Identity Theory to explain diversity among cultures around the world and over time.• Analyze the effects voluntary and/or forced migration have on personal or cultural identity.	<p>Identity - the collective set of characteristics, qualities and beliefs by which a person is definitely recognized or known.</p> <p>Place identity (place-based identity) - the meaning and significance of places for their inhabitants and users, and how these meanings contribute to individuals' conceptualizations of self.</p> <p>Nationalism - identification with one's own nation and support for its interests, especially to the exclusion or detriment of the interests of other nations.</p>

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	Anchor Standard: Geography 13. Movement, Population, and Systems	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Geo.25. Describe how particular historical events and developments shape human processes and systems in a given place or region over time.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Analyze the causes-and-effects or root cause of past events that were instrumental in the development of contemporary processes and systems ● Evaluate how human processes and systems can change over time in response to environmental, political, physical or other changes in a given place or region ● Historical event examples: <ul style="list-style-type: none"> ○ 19th century emigration impact on world communities ○ Exploration of new water/land routes impact on cultural diffusion ○ Encomienda system and Treaty of Guadalupe Hidalgo impact on political borders ○ Crusades impact on Europe, the Middle East, and North Africa ○ Empire building impact on Indigenous people ○ Western Expansion impact on land and Indigenous peoples ○ The Great Migration impact on regional culture and economies ○ Silk Road impact on peoples, cultural diffusion, and economies ○ World Wars impact on borders, peoples, and economies ○ Trade agreements impact on human settlement ○ Clean Air and Clean Water Acts impact on public health ○ Corporate environmental (Exxon Valdez, Love Canal) impacts ○ Cold War impact on trade ○ Economic practices impact on regions (Dust Bowl, water access) 	<ul style="list-style-type: none"> ● What effect do global interdependence and/or other inter-regional and cross-cultural relationships have on people, places, and regions over time? ● How have various forms of nation building impacted political borders, economic and cultural practices and social structures? ● How do particular historical ideologies, events and developments shape human processes and systems in a given place/region over time? ● Why and how have political units, borders and boundaries changed over time?

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Vertical Alignment	
<p><i>Previous Grades:</i></p> <p><i>6.16. Explain the challenges and opportunities people from the past faced when taking action to address problems.</i></p> <p><i>7.76. Identify and describe the traditions, rites, and norms of the groups to which the student identifies as belonging and explore how these traditions, rights, and norms may have changed over time.</i></p> <p><i>8.44. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.Civ.30. Evaluate the contributions of New Mexico’s diverse populations to its governmental structure and outcomes.</i></p> <p><i>9-12.Econ.16. Evaluate how economic principles influence choices and can produce varied outcomes for different individuals or groups.</i></p> <p><i>9-12.Econ.23. Analyze how national and global economic trends, practices, 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"> ● Analyze examples of cooperation and conflict in the sharing of land and resources. ● Describe how humans changed their political, economic, or cultural systems in response to a given historical event. ● Explain how an environmental advantage or challenge has caused changes in the borders of a region. ● Evaluate reciprocal relationships between people and their natural environment that influence how geographic spaces and natural resources are shared. 	<p>Precedent - an earlier event or action that is regarded as an example or guide to be considered in subsequent similar circumstances.</p> <p>Root cause - the core issue or the highest-level cause that sets in motion an entire cause-and-effect reaction.</p>

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Geography 13. Movement, Population, and Systems	
<i>Grade</i>	Performance Standard(s)	
HS	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.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Changing demographics due to migration: <ul style="list-style-type: none"> ○ Latin America to the United States ○ Rust Belt ○ Cycles of urbanization/de-urbanization ● Trends in economic develop of an area: <ul style="list-style-type: none"> ○ Rostow’s Stages of Economic Growth (strengths and criticisms of the model) ○ Global developments in trade, work, and industry ● Patterns of decline or rise of religious beliefs in a given area ● Current geopolitical developments ● Impact of regional environments on travel and trade ● Advancements in technology by region ● Futurism movement ● Futurists 	<ul style="list-style-type: none"> ● What are some examples of predictions made by futurists? What methods do they employ to make these predictions? ● Which economic development will have the greatest impact on the structure of world communities? ● How can trends in development be shown on a map? ● How will current geographic factors influence decision making in United States communities in the coming years? ● What will New Mexico be like in 20 years?
	Vertical Alignment	
<p><i>Previous Grades:</i></p> <p><i>7.10. Engage in academic discussions analyzing multiple viewpoints on public issues.</i></p> <p><i>8.31. Describe how knowledge and perspectives of Indigenous peoples can help inform solutions to environmental and human rights issues.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.Civ.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.</i></p> <p><i>9-12.Civ.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</i></p>	

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	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none">● Use current population and migration patterns to predict future characteristics of a given community.● Describe how members of the futurism movement attempted to address dynamism in their communities.● Create maps that show likely outcomes for a given geographic factor of an area.● Integrate available data on changes, opportunities, and challenges in an area to access its future.	<p>Futurism movement - an art movement from the early 20th century that emphasized dynamism and progress.</p> <p>Futurist - a person who attempts to understand the future.</p>

ASSESSMENT AND SAMPLE TASK GUIDE

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

Geography 13. Movement, Population, and Systems

- 9-12.Geo.24. Analyze and predict how location, place, and region impact the evolution of human perspectives and identities.
- 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.

Inquiry 23. Construct Compelling and Supporting Questions

- 9-12.Geo.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.

Inquiry 26. Communicate and Critique Conclusions

- 9-12.Geo.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.

Sample Task #3

In this instructional task, students will prepare and present arguments that analyze the relationship between the physical/environmental characteristics of a specific location/place/region and how these factors have impacted the evolution of perspectives and identities of the people who live there at a given time.

1. Students will identify a location, place, and region to analyze.
2. Students create supporting questions that will help understand the relationship between the geographic factors of their region and human perspectives and identities of people in the area.
3. Students will research, with teacher support, the social, political, economic, cultural, religious, and spiritual, and environmental perspectives of the region.
4. Students will refine their supporting questions and create new ones in response to their research.
5. Students answer the question: How might the perspectives and identities of the people who live in this location, place, and/or region change as the physical and environmental characteristics of this location, place, and/or region change over time? Propose solutions to problems that these people might encounter in dealing with these changes.
6. They will then present their arguments and explanations by targeting them to a specific audience and presentation format.

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Exemplar Student Responses

A strong response will include the following:

- Students identify the location, place, and region that they have chosen or that the teacher has assigned to them.
- Students identify a group of people who live in this location, place, and/or region at a given time.
- Students conduct research and provide at least ten physical and environmental characteristics of this location, place, and/or region.
- Students conduct research and identify at least ten examples of the social, political, economic, cultural, religious, spiritual, and environmental perspectives and identities of the people who live there. To the greatest extent possible, research for this portion of the activity must use primary sources from the point of view of the people being studied. Avoid outsider and secondary sources or be sure to identify these as such.
- Students create a graphic organizer showing their own research-based conclusions about possible links between the physical/environmental characteristics and the perspectives/identities of the people who live there.
- Students research how the physical and environmental characteristics of the location, place, and/or region have changed over time and predict what changes may happen in the future.
- Students answer the question: How might the perspectives and identities of the people who live in this location, place, and/or region change as the physical and environmental characteristics of this location, place, and/or region change over time? Propose solutions to problems that these people might encounter in dealing with these changes.
- Students present their conclusions and offer classmates an opportunity to affirm or to offer alternatives to the analysis as it is presented. Students and teacher(s) are sure to distinguish the objective use of information found in cited research material from subjective opinions or judgments.

DOK

3

Blooms

Examine

Cross-Curricular Connections

ELA

CCSS.ELA-LITERACY.SL.9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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Social Studies Guide

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text?

Students will examine a specific group of the students' choosing. The research and texts they use will be determined by their choice of location and group. The task leaves open the possibility of representation to any group the student desires.

How are those groups and individuals portrayed?

Research should portray the real life experiences of the group chosen. Students should be reminded to find reliable sources for research from the people's own perspective and to avoid outsider portrayals or descriptions to the greatest extent possible through available primary sources.

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

The task and text, particularly with use of primary sources, ask students to refine and develop critical questions. By having students refine their supporting questions based on research, students are engaging in thinking about critical issues to the group they are researching.

What supports are provided to teachers to identify blind spots?

The teacher should encourage students to avoid making subjective judgments about the people who they are researching; arguments must stay true to cited research from the text.

How is this text culturally/linguistically responsive?

The task provides students the opportunity to examine the perspectives and identities of a specific group of people. This encourages students to value and understand the cultural perspectives of a specific group.

VABB Analysis

Validate	Affirm
<i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i>
<p>Question: What does my research reveal about how the local environment influences the perspectives and identities of the people who live there?</p> <p>ESR: All people find novel solutions to the environmental challenges that they face, and these solutions can help explain diversity around the world.</p>	<p>Question: What is one example of how a person from a different location, place, or region might make negative judgments about the perspectives or identities of the people who you researched?</p> <p>ESR: When European colonists encountered people in tropical climates they often made judgments about their clothing and considered them to be immodest. However, the clothing that these people wore was a direct response to the environment in which they lived.</p>

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	Build <i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	Bridge <i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
	<p>Question: Are you comfortable sharing an example of a perspective or way that you identify that is different from others in your school community? How can your classmates and the adults in the building help you to feel respected and part of the school community?</p> <p>ESR: At home sometimes we all talk at once, we argue sometimes, and say what we mean. That’s how we show each other respect. At school I have to raise my hand and always be polite even if it means not really saying what I’m thinking. Sometimes I wish people weren’t so sensitive around here. Maybe people could just listen to what I’m trying to say instead of how I say it sometimes.</p>	<p>Question: Some of our classmates have shared how their own perspective or way they identify is different from others in our school. Give an example of how you might help one of them to feel respected and part of our classroom community.</p> <p>ESR: I can understand that not everyone communicates like I do and try harder to hear the message without judging how it is communicated.</p>
	Suggested Student Discourse	
	Question	Method
	What are the causes and effects of human migration and settlement?	<p>Strategies: Dialogue: S.P.I.D.E.R. Web Discussion A Harkness type dialogue in which a question or topic is posed and students engage in a whole group dialogue, while the teacher maps the discussion with discourse codes in order to collect data and provide immediate feedback. The SPIDER Web discussion holds students right in the center of the learning, and helps them take ownership of their learning, while holding them accountable for participating.</p>
	Multi-Layered System of Supports/Suggested Instructional Strategies	
	<p>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p> <ol style="list-style-type: none"> 1.) Identify vocabulary words to pre-teach <ul style="list-style-type: none"> ● Vocabulary are words that are more likely to appear in text than speech. ● Choose words that are <u>not</u> implicitly or explicitly defined within the text 2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure. 	

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Instructional Supports:	
Vocabulary/Text-Based Questioning:	Strategies:
<p>Vocabulary to Pre-Teach:</p> <ul style="list-style-type: none"> ● Identity, place identity (place-based identity), argument, audience, and presentation format <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> ● After reading, create a 1-2 sentence summary of what you read. ● Identify the main idea of the text and provide three supporting details. ● State the author’s purpose for writing the text. ● Make at least two inferences that you can draw from the text that were not explicitly stated by the author. ● Give an example of one opinion stated by the author (if any), and give one example of a fact that the author provided. ● What are two questions that are answered in the text? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Technology ● Fillable graphic organizers ● Choice of presentation format ● Choice of group size or to work alone ● Use of multi-modal teacher presentation and student processing strategies ● Check for understanding and progress toward task completion (executive function support). <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● ELL: Coordinate with ELL teacher for pre-teaching and checking for understanding and progress toward task completion. ● IEP: Ensure accommodations are available to students in accordance with their IEP. (ie: extra time, reduced workload, appropriate type and complexity of response mode, text to speech, scribe etc.)

High School Geography

14. Human-Environmental Interactions and Sustainability

Compelling Question	Inquiry Alignment
What factors cause people to modify and/or adapt to their environment, and what are the effects of these changes?	9-12.Geo.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.

Standards at a Glance

Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> ● 9-12.Geo.27. Develop reasoned ethical judgments about people, places, events, phenomena, ideas, or developments, and determine appropriate ways to respond. ● 9-12.Geo.28. Analyze shifting U.S. government environmental policies and regulations in response to changing human-environmental interactions. ● 9-12.Geo.29. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration. ● 9-12.Geo.30. Assess the reciprocal relationship between the physical environment and culture within local, national, and global scales. ● 9-12.Geo.31. Evaluate how economic globalization and the scarcity of resources contribute to conflict and cooperation within and among countries. ● 9-12.Geo.32. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources. ● 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.
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New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Geography 14. Human-Environmental Interactions and Sustainability	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Geo.27. Develop reasoned ethical judgments about people, places, events, phenomena, ideas, or developments, and determine appropriate ways to respond.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Ethics and codes of ethics ● The role of the historian in making ethical judgments about people, places, events, phenomena, ideas, or developments from history ● Historic phenomena: <ul style="list-style-type: none"> ○ Social and political power dynamics ○ Warfare ○ Conflict ○ Imperialism ○ Expansion ○ Environmental exploitation ○ Slavery ○ Refugees ○ Forced migration ○ Genocide ○ Human exploitation ○ Social inequality ● Differences between ethical and unethical: <ul style="list-style-type: none"> ○ Approaches to study of history ○ Uses of geographical information 	<ul style="list-style-type: none"> ● What is the meaning of the phrase, "History will judge?" What are possible effects of an objective telling of history that is free of ethical judgments? When is such a telling appropriate and when is it not appropriate? ● What are the ethical responsibilities of historians as historians? ● How does one make ethical judgments about past actions while contextualizing (though not exonerating) the norms of the time? ● What ethical standards can be applied to geographers and historians?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>7.19. Describe how environmental factors affect human activities and resource use.</p> <p>7.67. Distinguish land use patterns of Anglo-Americans during the American westward expansion period.</p> <p>8.28. Analyze how historic events are shaped by geography.</p>	<p><i>High School Connections:</i></p> <p>9-12.NMH.16. 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.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development

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	<ul style="list-style-type: none">• Apply a systematic ethical framework to make judgments and formulate and defend arguments based on these judgments.• Brainstorm and evaluate the effectiveness of different responses or actions to take based on a given ethical judgment.	<p>Geographic space - composed of natural elements such as vegetation, soil, mountains and bodies of water, as well as social or cultural elements, that is, the economic and social organization of people and their values and customs.</p> <p>Ethics - concerned with what is morally right and wrong.</p> <p>Ethical judgments - to assess the ethics or morality of past actions and prescribe current responses to them.</p>
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	Anchor Standard: Geography 14. Human-Environmental Interactions and Sustainability	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Geo.28. Analyze shifting U.S. government environmental policies and regulations in response to changing human-environmental interactions.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● The history of environmental policy in the United States: <ul style="list-style-type: none"> ○ National Parks System ○ National Forest Act ○ Endangered Species Act ○ Creation of the EPA ● Historical phenomena: <ul style="list-style-type: none"> ○ Political power support and opposition to policy initiatives ○ Debates over the role of regulation ○ Expansion and its impact ○ Environmental exploitation ○ Environmental movements ● Reciprocal relationships related to environmental policy and industrialization: <ul style="list-style-type: none"> ○ Government ○ Non-government ○ Private industry 	<ul style="list-style-type: none"> ● What are specific examples of cooperation and of conflict in the sharing of land and resources? ● What are examples of environmental factors and human activity that cause changes in the borders of political, cultural, economic, and other regions? ● What are some examples of reciprocal relationships between people and their natural environment that influence how they share geographic spaces and natural resources? ● How have debates about the role of the government in protecting or using natural resources changed over time?
	Vertical Alignment	
<p><i>Previous Grades:</i></p> <p><i>7.19. Describe how environmental factors affect human activities and resource use.</i></p> <p><i>7.67. Distinguish land use patterns of Anglo-Americans during the American westward expansion period.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.NMH.37. Explain the importance of military research and testing facilities in New Mexico during the Cold War and today.</i></p> <p><i>9-12.US.136. Analyze U.S. government policies to reduce climate disruption.</i></p>	

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	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none">● Identify historic legislation and track the change of environmental regulations over time.● Describe changes in how humans interact with their environments over time.● Explain current debates about the appropriate role of environmental regulation/deregulation.	<p>Environmental policy - any measure by a government or corporation or other public or private organization regarding the effects of human activities on the environment, particularly those measures that are designed to prevent or reduce harmful effects of human activities on ecosystems.</p> <p>Environmental regulations - the general rules and specific actions enforced by administrative agencies so as to control pollution and manage natural resources with the purpose of protecting the environment.</p>

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	Anchor Standard: Geography 14. Human-Environmental Interactions and Sustainability	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Geo.29. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Environmental effects of industrialization ● Environmental regulations and international agreements: <ul style="list-style-type: none"> ○ Kyoto Protocol ○ Convention on International Trade in Endangered Species ○ Paris Agreement ○ World Heritage Convention ○ Montreal Protocol on Substances that Deplete the Ozone Layer ● Human-Made Catastrophes: <ul style="list-style-type: none"> ○ Exxon Valdez ○ Chernobyl ○ Fukushima ○ Love Canal Disaster ● Eruption of Vesuvius: <ul style="list-style-type: none"> ○ 1900 Galveston Storm ○ Hurricane Katrina ○ Haiti Earthquake ● Reciprocal relationships related to environmental policy and industrialization: <ul style="list-style-type: none"> ○ Government ○ Non-government ○ Private industry 	<ul style="list-style-type: none"> ● What are some examples of cooperation and conflict in how people share land and resources? What are the primary causes and effects of each? ● What environmental factors and human activity cause changes in the borders of political, cultural, economic, and other regions? ● How have environmental catastrophes impacted human views on environmental conditions? ● How have international agreements impacted global relationships?
	Vertical Alignment	
<p><i>Previous Grades:</i></p> <p>7.19. Describe how environmental factors affect human activities and resource use.</p> <p>7.67. Distinguish land use patterns of Anglo-Americans during the American westward expansion period.</p> <p>8.28. Analyze how historic events are shaped by geography.</p>	<p><i>High School Connections:</i></p> <p>9-12.NMH.33. Examine the development of the first atomic bomb and the dawn of the nuclear age born in New Mexico.</p> <p>9-12.NMH.36. Analyze the pros and cons of New Mexico's role in the production of uranium-fueled weapons built during the Cold War.</p>	

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	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none">• Brainstorm and evaluate the impact of human-made catastrophes on various world communities .• Describe the impact of a given natural disaster on regional and global economic activity.	Geographic space - composed of natural elements such as vegetation, soil, mountains and bodies of water, as well as social or cultural elements, that is, the economic and social organization of people and their values and customs.

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	Anchor Standard: Geography 14. Human-Environmental Interactions and Sustainability	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Geo.30. Assess the reciprocal relationship between the physical environment and culture within local, national, and global scales.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Place Identity Theory (Place-Based Identity) ● Sense of place and sense of belonging ● Influence of physical geography on culture ● Influence of geographic structures of cultural diffusion ● Influence of physical geography on political decisions, for example: <ul style="list-style-type: none"> ○ Japanese geography on Japanese Imperialism ○ Physical characteristics that led to selection of Santa Fe as New Mexico’s capital ● Nationalism ● Geographic issues that may impact culture in the near future, for example: <ul style="list-style-type: none"> ○ Rising sea level and island populations ○ The changing of Denmark’s coastline ○ Natural disasters 	<ul style="list-style-type: none"> ● What is Place Identity Theory? ● What does it mean to have a sense of place? ● What are historical examples of geography influencing cultural evolution? ● How may geography and culture impact each other in the near future?
	Vertical Alignment	
<p><i>Previous Grades:</i></p> <p><i>6.27. Describe how the local environment impacts cultures and technology.</i></p> <p><i>6.28. Describe how people impact the local environment.</i></p> <p><i>7.19. Describe how environmental factors affect human activities and resource use.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.NMH.31. Analyze the causes and effects of the Dust Bowl in New Mexico and how it changed or eliminated communities.</i></p> <p><i>9-12.NMH.44. Analyze multiple perspectives of how water use, policy, and management has changed over the centuries in New Mexico.</i></p>	

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Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none">• Describe the relationship between identity and place.• Describe the process by which people and cultures come to identify with a place.• Explain the difference in scale and manifestation between local and national identities.	<p>Reciprocal relationship - the situation in which two variables can mutually influence one another; that is, each can be both a cause and an effect.</p> <p>Identity - the collective set of characteristics, qualities and beliefs by which a person is definitely recognized or known.</p> <p>Place identity (place-based identity) - the meaning and significance of places for their inhabitants and users, and how these meanings contribute to individuals' conceptualizations of self.</p> <p>Sense of place - the emotive bonds and attachments people develop or experience in particular locations and environments, at scales ranging from the home to larger geographic regions.</p> <p>Nationalism - identification with one's own nation and support for its interests, especially to the exclusion or detriment of the interests of other nations.</p>

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	Anchor Standard: Geography 14. Human-Environmental Interactions and Sustainability	
<i>Grade</i>	Performance Standard(s)	
HS	9-12.Geo.31. Evaluate how economic globalization and the scarcity of resources contribute to conflict and cooperation within and among countries.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Scarcity of resources ● Human drivers of scarcity: <ul style="list-style-type: none"> ○ Consumer choice ○ Societal decisions ○ Industry actions ● Natural drivers of scarcity (random chance) ● Interdependence between states ● Economics of: <ul style="list-style-type: none"> ○ Energy ○ Technology ○ Tourism ○ Agriculture 	<ul style="list-style-type: none"> ● What factors create scarcity of resources? ● What are some examples of how scarcity of resources leads to human conflict? ● What effect do global interdependence and/or other inter-regional and cross-cultural relationships have on people, places, and regions over time?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>6.47. Explain how the interaction between producers and consumers in the trade networks satisfied economic wants and needs.</i></p> <p><i>7.17. Discuss New Mexico’s economic limitations and successes.</i></p> <p><i>8.45. Discuss how the exchanges of resources and culture across civilizations led to the emergence of a global society.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.Econ.23. Analyze how national and global economic trends, practices, and policies impact the state and local economies in New Mexico.</i></p> <p><i>9-12.US.100. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth’s surface and resources.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Distinguish human and natural drivers of scarcity. ● Describe local, regional, and global interdependence. ● Describe the specific types of scarcity that can emerge in a given economic sector. 	<p>Scarcity of resources - a situation where demand for a natural resource is exceeding the supply leading to a decline in available resources.</p>

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	Anchor Standard: Geography 14. Human-Environmental Interactions and Sustainability		
Grade	Performance Standard(s)		
HS	9-12.Geo.32. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth’s surface and resources.		
	Sample Concept/Content	Supporting Questions	
	<ul style="list-style-type: none"> ● Conflict over resources: <ul style="list-style-type: none"> ○ Imperialism and colonialism ○ World War II ○ Neocolonialism ○ Wars over energy ○ Western expansion ○ Native American relocation ● Cooperation over resources: <ul style="list-style-type: none"> ○ Trade agreements ○ Issues of equitable access ● Control and use of resources in different economic models: <ul style="list-style-type: none"> ○ Traditional ○ Capitalism ○ Communism ● Global supply chain 	<ul style="list-style-type: none"> ● How does the control of resources compare across many forms of governments and economies? ● How did the conflict for resources lead to Imperialism of developed nations over undeveloped regions? ● How has water scarcity led to conflicts between New Mexico and its neighboring states? 	
	Vertical Alignment		
	<p><i>Previous Grades:</i></p> <p>6.47. Explain how the interaction between producers and consumers in the trade networks satisfied economic wants and needs.</p> <p>7.17. Discuss New Mexico’s economic limitations and successes.</p> <p>8.45. Discuss how the exchanges of resources and culture across civilizations led to the emergence of a global society.</p>	<p><i>High School Connections:</i></p> <p>9-12.Econ.23. Analyze how national and global economic trends, practices, and policies impact the state and local economies in New Mexico.</p> <p>9-12.US.100. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth’s surface and resources.</p>	
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development	
	<ul style="list-style-type: none"> ● Explain how access to resources contributed to various historical conflicts. ● Distinguish the impact a chosen governing or economic system has on the use of resources in a region. 	<p>Globalization - describes the growing interdependence of the world’s economies, cultures, and populations, brought about by cross-border trade in goods and services, technology, and flows of investment, people, and information.</p>	

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	Anchor Standard: Geography 14. Human-Environmental Interactions and Sustainability	
<i>Grade</i>	Performance Standard(s)	
HS	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.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Characteristics of different groups and civilizations: <ul style="list-style-type: none"> ○ Political ○ Social ○ Economic ○ Geographic characteristics ● Aspects of culture: <ul style="list-style-type: none"> ○ Norms ○ Values ○ Beliefs ○ Sanctions ○ Customs ○ Symbols ○ Language ● Internal and external drivers of cultural change ● Historical developments: <ul style="list-style-type: none"> ○ Globalization ○ Industrialization ○ Cold War trade agreements ○ Spread of democracy in the 20th century ○ Multinational corporations 	<ul style="list-style-type: none"> ● How did the industrialization of the United States grow the global reach of western culture? ● How has the development of multinational corporations affected local economies? ● What are some examples of environmental factors and human activity that cause changes in the borders of political, cultural, economic, and other regions?
	Vertical Alignment	
<p><i>Previous Grades:</i></p> <p><i>6.19. Identify how differences and similarities between diverse groups impact perspectives.</i></p> <p><i>7.22. Evaluate how society’s responses to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.NMH.16. 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>9-12.US.41. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.</i></p>	

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	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none">● Identify aspects of culture and how these change over time in response to social, economic, political, and environmental developments.● Categorize cultural adaptations as having internal and/or external causes and identify the key forces driving change in a given culture.	<p>Culture - deep patterns of values, beliefs, practices and traditions that have been compiled and normalized over a period of time, setting the standard for what is normal and expected.</p> <p>Sustainability - responsible interaction with the environment to avoid depletion or degradation of natural resources and allow for long-term environmental quality.</p>

ASSESSMENT AND SAMPLE TASK GUIDE

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

Geography 14. Human-Environmental Interactions and Sustainability

- 9-12.Geo.30. Assess the reciprocal relationship between the physical environment and culture within local, national, and global scales.

Inquiry 26. Communicate and Critique Conclusions

- 9-12.Geo.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.

Sample Task #4

In this instructional task, students will evaluate and examine the reciprocal relationship between location, place, and region and the culture found there. Students will create a novel response to a writing prompt that incorporates the perspectives and needs of the people who live in a given area.

1. Students begin with the following journal prompt: Describe a geographic location, place, or region where you had a powerful experience that helped to form your own sense of identity. How do you feel when you return to that place physically or in your imagination? How might you be different and how would this place be different if you had never been to that place?
2. Students will select a culture from a list provided by the teacher and then conduct research about a formative event from history that shaped some aspect of that culture. Sample research questions are provided below:
 - a. What geographic region and climate does this group live in? What challenges does that geographic environment pose?
 - b. How has the climate or geography impacted the culture and lifestyle of this group?
 - c. What challenges have industrial expansion, climate change, or urbanization posed for this group?
 - d. What formative events impacted the development of this culture?
 - e. Describe one interesting tradition or value held by this culture.
 - f. What have people from this group said or written about outside influences on their region?
 - g. What have people from this group said about the specific event in question?
3. Students identify the geographic location, place, or region where this event took place.
4. Students respond to the final writing prompt: Imagine that you are an individual from the culture that you researched and repeat the journal prompt from the perspective of a person from that culture.

New Mexico Instructional Scope

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Exemplar Student Responses

1. Student responses should include references to facts and research should incorporate the specific event in question. They should tie the event to current and past issues that impact the perspective of the group they are writing about. A strong response will include:
 - a. Discussion on the traditional influence of geography on the group.
 - b. Discussion on the cultural significance of the area and event they are researching.
 - c. Reference to specific challenges facing the area, including the details about the nature of these challenges, their causes, and if the challenges are improving or getting worse.
 - d. Specific details on how outside influence is changing and being changed by the culture of the group represented.
 - e. Explanation of the reasons for the view taken in the journal prompt.

DOK

Blooms

3

Examine

Cross-Curricular Connections

CCSS.ELA-LITERACY.SL.9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text?

Students will examine a specific group of the students' choosing. The research and texts they use will be determined by their choice of location and group.

How are those groups and individuals portrayed?

Research should portray the real life experiences of the group chosen. Students should be reminded to find reliable sources for research from the people's own perspective and to avoid outsider portrayals or descriptions to the greatest extent possible through available primary sources.

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

The task and text, particularly with use of primary sources, ask students to refine and develop critical questions. By having students refine their supporting questions based on research, students are engaging in thinking about critical issues to the group they are researching.

What supports are provided to teachers to identify blind spots?

The teacher should encourage students to avoid making subjective judgments about the people who they are researching; arguments must stay true to cited research from the text.

How is this text culturally/linguistically responsive?

The task provides students the opportunity to examine the perspectives and identities of a specific group of people. This encourages students to value and understand the cultural perspectives of a specific group.

New Mexico Instructional Scope Social Studies Guide

VABB Analysis

Validate

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

Question: What place did you write about in the first prompt? How might you be different and how would the place be different if you had never been there?

ESR: I wrote about teaching my little brother to ride a bike and how part of my identity is that I like to help my family at home. If I was not there, I could not learn how to care for others, and if I was not there, my family would not have me to care for them.

Affirm

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

Question: What was one aspect of the culture you researched that you think other cultures could benefit from adopting?

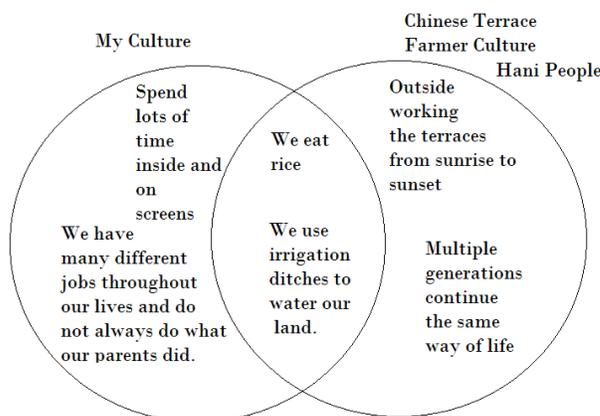
ESR: I learned about the Terrace farmers in Southeast China. They grow rice on steep hillsides without the help of machines. Their culture must place more value on working with their hands than ours does. My culture places more value on mechanization and technology.

Build

Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.

Question: Create a Venn Diagram comparing your home environment and the culture that you researched.

ESR:



Bridge

Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.

Question: Compare your Venn Diagram to those of your classmates. What characteristics seem to unite all cultures? How can we encourage others to focus on these commonalities instead of the differences?

ESR: I noticed that in everyone's Venn Diagram, the culture they researched keeps the same way of making a living from generation to generation, but our own culture changes jobs many times and does not do what their parents did to make a living. I think we all have to give a lot of thought to what we will do for a living while people of earlier cultures mostly had to just follow in their parents' footsteps.

New Mexico Instructional Scope Social Studies Guide

Suggested Student Discourse	
Question	Method
<p>What factors cause people to modify and (or) adapt to their environment, and what are the effects of these changes?</p>	<p>Dialogue: Inner Outer Circle A dialogue that gives students a chance to talk in the inner circle and act as focused listeners to provide peer feedback on conversational skills/behaviors in the outer circle; This type of dialogue gives students the opportunity to respond to questions and/or discuss information with a variety of peers in a structured manner.</p>
Multi-Layered System of Supports/Suggested Instructional Strategies	
<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"> ● Identity, place identity (place-based identity), argument, audience, and presentation format <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> ● After reading, create a 1-2 sentence summary of what you read. ● Identify the main idea of the text and provide three supporting details. ● State the author’s purpose for writing the text. ● Make at least two inferences that you can draw from the text that were not explicitly stated by the author. ● Give an example of one opinion stated by the author (if any), and give one example of a fact that the author provided. ● What are two questions that are answered in the text? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Technology, fillable graphic organizers, choice of presentation format, choice of group size or to work alone, use of multi-modal teacher presentation and student processing strategies, check for understanding and progress toward task completion (executive function support). <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● ELL: Coordinate with ELL teacher for pre-teaching and checking for understanding and progress toward task completion. ● IEP: Ensure accommodations are available to students in accordance with their IEP. (ie: extra time, reduced workload, appropriate type and complexity of response mode, text to speech, scribe etc.)