

New Mexico Instructional Scope Social Studies Guide

Key

	<i>Anchor Standard</i>	<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;"> <table border="1" style="margin: auto;"> <tr><td style="background-color: #4a7ebb; color: white; padding: 5px;">Civics and Government</td></tr> <tr><td style="background-color: #f1c232; color: white; padding: 5px;">Economics</td></tr> <tr><td style="background-color: #70ad47; color: white; padding: 5px;">Geography</td></tr> <tr><td style="background-color: #6a5acd; color: white; padding: 5px;">History</td></tr> <tr><td style="background-color: #e67e22; color: white; padding: 5px;">Ethnic, Cultural and Identity</td></tr> <tr><td style="background-color: #e74c3c; color: white; padding: 5px;">Inquiry</td></tr> </table> </div>	Civics and Government	Economics	Geography	History	Ethnic, Cultural and Identity	Inquiry
Civics and Government								
Economics								
Geography								
History								
Ethnic, Cultural and Identity								
Inquiry								
	<i>Priority Standard</i>	<p>Priority standards, as identified by practicing educators and NMPED, are highlighted red within the document. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time. All standards should be covered during the school year, priority standards identify for teachers where to prioritize while still covering all standards throughout the year.</p>						

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Kindergarten Roles and Responsibilities

Compelling Question	Inquiry Alignment
Why do we have rules?	K.1. With prompting and support, recognize a compelling (big idea) question.
	K.2. With prompting and support, identify the relationship between compelling (big idea) and supporting questions.

Standards at a Glance

Theme 1: Roles and Responsibilities

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> ● K.6. Communicate the purpose of rules. ● K.7. Explain how the rules help us work together.
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> ● K.8. Identify the consequences of following and not following rules. ● K.9. Identify authority figures and describe their roles.

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	Anchor Standard: Civics 2. Civic Processes, Rules, and Laws	
<i>Grade</i>	Performance Standard(s)	
K	K.6. Communicate the purpose of rules.	
	K.7. Explain how the rules help us work together.	
	Sample Concept/Content	Supporting Questions
	<p>Group rules in various settings/locations around the school (classroom, playground, library, etc.) that <u>could</u> focus on:</p> <ul style="list-style-type: none"> ● Collaboration or cooperation: making learning possible, protecting freedoms, equality and equity ● Safety: emotional (showing empathy, kindness) and physical (walking feet in hallways or quiet during drills, etc.) ● Communication: active listening, taking turns (exchanges), inclusion of all voices, equal access, respect, courtesy, honesty, cultural virtue, etc. 	<ul style="list-style-type: none"> ● How do rules help us work together? ● How do rules keep everyone safe? ● How are the rules different?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.</i></p> <p><i>*In this document, we will link to the New Mexico Early Learning Guidelines found here as previous grade standards as a support for kindergarten teachers.</i></p>	<p><i>Future Grades:</i></p> <p><i>1.7. Explain and provide examples of how people play important roles in society.</i></p> <p><i>2.7. Evaluate how American society has changed through rules and laws.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● With prompting and support can give an example of a rule in a setting. ● With prompting and support can express the purpose of a rule. ● With prompting and support can explain the importance of having a rule. 	<p>Rule - a set of explicit or understood regulations or principles governing conduct within a particular activity or sphere.</p> <p>Work - activity or task involving mental or physical effort done in order to achieve a purpose or result.</p> <p>Safe - protect from harm or danger.</p>	

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	Anchor Standard: Civics 4. Roles and Responsibilities of a Civic Life	
<i>Grade</i>	Performance Standard(s)	
K	K.8. Identify the consequences of following and not following rules. K.9. Identify authority figures and describe their roles.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Content explores why rules are in place and what happens when we don't follow rules. For example, students learn what happens when someone gets hurt on the playground after not following a safety rule. ● The role of authority figures are also explored. Students explore what authority figures look like in their communities, such as police officers, elected officials, teachers, or firefighters, among others. Students learn what authority figures do and why. 	<ul style="list-style-type: none"> ● Why should rules be followed? ● What happens when we don't follow rules? ● Why do we have authority figures? ● What do authority figures do?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.</i></p>	<p><i>Future Grades:</i></p> <p><i>1.7. Explain and provide examples of how people play important roles in society.</i></p> <p><i>1.8. Investigate how people work together to accomplish a common task and how this benefits and challenges people when working together</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Identify a negative or positive consequence tied to a rule. ● Demonstrate through modeling, speaking, writing (drawing or dictation) rule following procedures within a setting. 	<p>Consequence - a result or effect of an action or condition(positive or negative).</p> <p>Authority/Figure - a person who has or represents authority.</p> <p>Cooperation - process of working together to the same end.</p> <p>Emotion - instinctive or intuitive feeling as distinguished from reasoning or knowledge.</p>	

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ASSESSMENT AND SAMPLE TASK GUIDE

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

Civics 2 Processes, Rules, and Laws

- K.6. Communicate the purpose of rules.
- K.7. Explain how the rules help us work together.

Civics 4 Roles and Responsibilities of a Civic Life

- K.8. Identify the consequences of following and not following rules.
- K.9. Identify authority figures and describe their roles.

Inquiry 23. Construct Compelling and Supporting Questions

- K.2. With prompting and support, identify the relationship between compelling (big idea) and supporting questions.

Sample Task #1

In this task, students will discuss and create a poster that demonstrates an understanding of rules in a school community and why it's important to follow them. Students will engage with a variety of resources to build background knowledge of rules that could apply to different parts of a school setting.

1. As an introductory activity, ask students what they know about rules, what rules they are familiar with, and why they think we have rules. This can be done as a whole group discussion and charted in an anchor chart or whiteboard format. Be sure to tie in personal experiences such as rules they follow at home, rules they may follow or have generated as a class at school, and rules they see in the community (such as speeding, stop lights, etc.).
2. Show the video [Know and Follow Rules By Cheri J. Meiners](#) stopping to pause and check for understanding of rules and why we have rules. Good points are when the video changes to different locations around a school setting.
3. Have students draw a picture of a place at school and respond to the following prompt: Why do we have rules?
 - Rules (help us/are important/keep us) _____.
 - Students should use evidence from the video to support their responses.
 - Exemplar responses should include a drawing, words or dictated sentence.
4. Optional extension for centers/rotations:
 - Print cards of each school area and the corresponding picture showing correct school rules. Students will match the image of students following school rules (i.e. going down the slide not going up the slide)
 - Students will complete sentences about each match using the following sentence stem, “__(rule)___ keep us __(reason)_____.”

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Exemplar Student Responses

Students create a poster that illustrates rules at school and shows the natural consequences of not following rules.

- Drawing or illustration of a student going down a slide and/or up a slide
 - verbally explain the rule
 - Verbally explain natural consequence for following or not following rules
1. Exemplar responses may include
 - a. “A rule in my house is to brush your teeth before bed.”
 - b. “My family has a rule that you have to try the food before you can say ‘no.’”
 - c. “Our classroom has a rule that you have to ask to use the bathroom.”
 - d. “My mommy follows rules on the road like stopping at a red light and going the speed limit.”
 2. Students’ responses will identify the rules and how they help us know what to do at school.
Exemplar examples: Rules help us know what to do, we have rules when we play or work (work quietly), sometimes we speak up, listen to the person talking, ask for help, follow directions (the first time), I do my best, rules help to show respect, ask permission, be polite (please, thank you and excuse me), kind words, help others, rules help make it fair for all, problem solver, rules keep us safe, each place has its own rules.
 3. Exemplar Responses May Include:
 - a. Rules at school: keep hands and feet to myself (no hurting/stay safe), wait my turn, share things, walk carefully
 - b. Why we have rules: to know what to do in each place, be kind, responsible or respectful, help us get along
 4. Students’ oral or written responses should follow the English language arts standards for presentation at grade K.
 5. Optional extension for centers/rotations:
 1. Exemplar Response: “Going down the slide keeps us safe.”

DOK

Blooms

Level 2

Describe/Explain

Cross-Curricular Connections

CCSS.ELA-LITERACY.L.K.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts

CCSS.ELA-LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text? The video narration of the text in this lesson includes diverse ethnicities and genders in a variety of roles with a variety of appearances. This text includes specific examples of following rules at various school settings through collaboration, safety or communication.

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How are those groups and individuals portrayed? The video narration of the text is written in the “I” or “We” to indicate all students in a school setting. The narration is by a young child. There are diverse ethnicities and genders represented in all school settings. The illustrations provide enough detail and context to represent any school setting (i.e. affluent versus non-affluent schools) and vary the main character on each page.

What supports are provided to teachers to identify blind spots? Supplemental examples may be needed to be inclusive of students with physical disabilities. Specific examples from your community may help students see themselves/learn about inclusivity. These specific examples for each community can also be expanded to include various cultural values and differentiation in types of classrooms throughout a school community.

How is this text culturally/linguistically responsive? The video narration/text uses “I” and “We” to include all students in a school setting. The text attempts to include images and examples from diverse populations and gender neutral appearances. The book is only in English, but has simple sentences that could be translated for multilingual learners as needed or closed captioning for students with auditory needs.

VABB Analysis

Validate	Affirm
<i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i>
<p>What are the rules we have at school? Why are they important?</p> <p>ESR: responses will vary</p> <p>I listen to the teacher to be kind. I follow directions to do my work. We share our things to be nice. We take turns when we play.</p> <p>That is a perfect example of a rule to keep us safe and help us know what to do or work together. Who else has an example of a rule we have at school?</p>	<p>What are the rules you have at home? Why are they important?</p> <p>ESR: responses will vary</p> <p>I brush my teeth to be healthy. I ask permission to play with a toy. My brother and I clean our room.</p> <p>Examples of activities to affirm:</p> <ul style="list-style-type: none"> ● Draw a picture of a rule at home ● Draw a picture of someone that helps you at home
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>
In our video, we learned about rules at school and why they are important. How are rules at	We have rules in different places at school or in our home community. When you are in a new place

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<p>home and school the same or different?</p> <p>ESR: Rules can keep us safe at home and school. Rules help us know what to do. Rules help us learn or live together.</p>	<p>you can look around or ask for help to learn the rules. Bring back more examples to share tomorrow.</p> <p>ESR: Any rule they had to follow in another school setting (art class, school bus, playground, etc.) or from a place in the community (i.e. restaurants, library, museum, etc.)</p>
Suggested Student Discourse	
Question	Method
Why are rules important?	<p>Type: Think-Pair-Share Strategy: Collaborative learning strategy where students work together to respond to a prompt, solve a problem, or make a decision by thinking quietly about the prompt, partnering with a classmate, and then discussing the prompt for 2-5 minutes. This strategy is most beneficial in helping students to connect content to real life.</p>
Multi-Layered System of Supports/Suggested Instructional Strategies	
<p>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p> <ol style="list-style-type: none"> 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: rule, work, speak up, listen, help, follow directions, Think Aloud- today when we are listening to the text, you will hear the word <i>rule</i>. When we hear the word <i>rule</i>, it is referring to how to do something. Somethings we do at school are line up, sit on carpet, do our work, listen, follow</p>	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Provide a sentence stem to support students oral responses ● Allow students to point to illustrations or ask to reread a section of the text

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	<p>directions</p> <p>Text-Based Questioning: What rule shows you are learning? Who can give directions? What kind of work do we do in school? What ways can we play at school?</p>	<p>Targeted Supports:</p> <ul style="list-style-type: none">● Allow students to act out or pantomime actions showing following rules● Offer verbal and visual supports when needed
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Kindergarten Myself and My Community

Compelling Question

Inquiry Alignment

How can I be an involved member of a community?

K.3. With prompting and support, construct responses to compelling questions using examples.

Standards at a Glance

Theme 2: Myself and My Community

Anchor Standard

The student demonstrates an understanding of:

Performance Standard

Therefore, the student is able to:

Civics 3. Civic Dispositions and Democratic Principles

- K.10. Identify the local, state, and national symbols (e.g., flag, bird, song).

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

- K.11. Compare traditions found in communities over time.

History 19. Power Dynamics, Leadership, and Agency

- K.12. Demonstrate an awareness of community leaders (teacher, principal, mayor, tribal leaders).

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

- K.13. Sequence important events in their life.
- K.14. Identify how individuals are similar and different.

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	Anchor Standard: Civics 3. Civic Dispositions and Democratic Principles	
<i>Grade</i>	Performance Standard(s)	
K	K.10. Identify the local, state, and national symbols (e.g., flag, bird, song).	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Local symbols such as school mascot ● NM state symbols: state flag and Zia symbol, and other important state symbols ● National symbols: Pledge of Allegiance, NM pledge, National Anthem, U.S . flag (stars and stripes and what they mean), bald eagle, etc. ● Patriotic symbols (Zia, American flag), songs, actions and celebrations ● Tribal and local songs and symbols and monuments 	<ul style="list-style-type: none"> ● What are symbols? ● What do symbols represent? ● Why do we have symbols?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>Goal P-SE 11. Child has sense of belonging to family, community, and other groups.</i></p> <p><i>Goal IT-SE 10. Child shows awareness about self and how to connect with others.</i></p>	<p><i>Future Grades:</i></p> <p><i>2.9. Assess how the contributions of diverse individuals' have helped develop our national identity.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Describe and Identify a symbol within their local, state or national community. ● Recognize (describe) a symbol and its meaning. 	<p>Symbol - shape or sign used to represent something.</p> <p>City - a large town.</p> <p>State - area forming part of a federal republic.</p> <p>Mascot - a person or thing that symbolize a particular event or organization.</p>	

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	Anchor Standard: History 15. Historical Change, Continuity, Context, and Reconciliation	
<i>Grade</i>	Performance Standard(s)	
K	K.11. Compare traditions found in communities over time.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Celebrations, festivals, holidays, beliefs and customs in families and communities ● Examples of communities can be school, neighborhood, city or town, pueblos or reservations, farms, etc. ● NM specific traditions/customs could include: <ul style="list-style-type: none"> ○ Luminarias or Farolitos, Ristras, Lantern Festivals, Balloon fiesta, state fair, Gathering of the Nations, Zozobra 	<ul style="list-style-type: none"> ● How do you celebrate with your family? ● What family customs do you have? ● What makes us all unique? ● How are my traditions different from my classmates? ● How do communities celebrate together?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>Goal IT-SE 10. Child shows awareness about self and how to connect with others.</i></p> <p><i>Goal IT-SE 11. Child understands some characteristics of self and others.</i></p> <p><i>Goal P-SE 11. Child has a sense of belonging to family, community, and other groups.</i></p>	<p><i>Future Grades:</i></p> <p><i>1.12. Examine and identify cultural differences within their community.</i></p> <p><i>2.13. Compare diverse world communities to local communities in terms of members, customs, and traditions.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Express through speaking and writing (dictation or drawing) what a tradition means and an example of a tradition (self or other communities). ● Recognize they are a part of a community and state which ones (family, local, state, etc.). 	<p>Celebrate - social gathering or enjoyable activity.</p> <p>Community - a group of people living in the same place or having a particular characteristic in common.</p> <p>Tradition - custom or belief that has been passed on from one generation to another.</p> <p>Custom - a thing that one does habitually.</p> <p>Culture - the customs, arts, social institutions, and achievements of a particular nation, people, or other social group.</p>	

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	Anchor Standard: History 19. Power, Dynamics, Leadership, and Agency	
<i>Grade</i>	Performance Standard(s)	
K	K.12 Demonstrate an awareness of community leaders (teacher, principal, mayor, tribal leaders).	
	Sample Concept/Content	Supporting Questions
	<p>Be able to identify and understand that communities have various types of leaders:</p> <ul style="list-style-type: none"> ● Communities can include: <ul style="list-style-type: none"> ○ School: Principal, Teacher, ○ Local: Mayor, Tribal, Pueblo, Representatives ○ State: Governor, Representatives ○ Nation: President, Vice President ● Roles and responsibilities of leaders ● Understanding that leaders responsibilities can change: <ul style="list-style-type: none"> ○ Based on community need ○ Over time (i.e. school year, term, etc.) ○ Due to social media/news/technology ○ New positions 	<ul style="list-style-type: none"> ● Who can be a leader? ● What is the job of a leader? ● What are the different kinds of leaders? ● How can leaders influence others in their community?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>E.I. #21.2: Accepts guidance and direction from classroom and school personnel and seeks their support when needed. (Guidance and support)</i></p>	<p><i>Future Grades:</i></p> <p><i>1.13. Investigate significant events, people, and observances in history and discuss their effects on local and national communities.</i></p> <p><i>2.9. Assess how the contributions of diverse individuals' have helped develop our national identity.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Identify a person by role or name, who is a leader of a group, organization or community. ● Explain the role or responsibilities of leaders in various communities. 	<p>Leader - a person in charge of or responsible for a group of people, organization or community.</p> <p>Job - a task or work that is important or necessary (paid).</p> <p>Group - a number of people who work together or share certain beliefs.</p>	

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	Anchor Standard: Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	
<i>Grade</i>	Performance Standard(s)	
K	K.13. Sequence important events in their life.	
	Sample Concept/Content	Supporting Questions
	<p>Students will need an understanding of time, environment, community and people around them in order to sequence life events:</p> <ul style="list-style-type: none"> ● Time could be tied to concept of past, present, and/or future: calendar, today, yesterday, long ago; before, after; younger, getting older; beginning, middle, end; days, weeks, months, seasons, years ● Significant Life Events could include: <ul style="list-style-type: none"> ○ birthdays, family functions, travel, holidays or customs/traditions, traumatic experiences (loss, separation, etc.) ● People, Environment or community for context could include: <ul style="list-style-type: none"> ○ Specific family/friends, locations such as school, community places (restaurants, entertainment, etc.) 	<ul style="list-style-type: none"> ● What is something important that happened to you in the past? ● When was an event (recently) you were happy? Who was with you? Where were you? ● When you were younger (before school) what is something that you remember? ● What are important memories from the past?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>Goal IT-SE 11. Child understands some characteristics of self and others.</i></p>	<p><i>Future Grades:</i></p> <p><i>1.11. Demonstrate chronological thinking by distinguishing among past, present, and future using family, school, or community events.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Identify and explain significant events in their personal lives. ● Describe and explain (orally or in writing) significant events in detail in chronological order (sequence). 	<p>Event - a thing that happens, especially one of importance.</p> <p>Time - events in the past, present, and future.</p> <p>Important - of great significance or value; likely to have a profound effect on success, survival, or well-being.</p>	

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	Anchor Standard: Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	
<i>Grade</i>	Performance Standard(s)	
K	K. 14. Identify how individuals are similar and different.	
	Sample Concept/Content	Supporting Questions
	<p>Students will need an understanding of their individualism and how they can be a member of a community with diverse individuals:</p> <ul style="list-style-type: none"> ● Communities can be made up of individuals representing diverse racial, religious, ethnic and cultural backgrounds. ● Elements of culture (e.g. language, religion, customs, artistic expression, systems of exchange) 	<ul style="list-style-type: none"> ● What makes us all unique? ● How are my traditions different from my classmates? ● How do my experiences offer unique perspectives?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>Goal IT-SE 11. Child understands some characteristics of self and others.</i></p>	<p><i>Future Grades:</i></p> <p><i>1.12. Examine and identify cultural differences within their community.</i></p> <p><i>1.21. Explain how groups of people believe different things and live in unique ways.</i></p> <p><i>1.22. Explain how student and individual identities are part of what makes each person unique and special.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Describe and explain orally or in writing (drawing, writing or dictating) an element of culture that makes them unique. ● Describe or explain orally or in writing (drawing, writing or dictation) a similarity or a difference to another person within a community. 	<p>Unique - being the only one of its kind; unlike anything else.</p> <p>Same - identical; not different.</p> <p>Different - not the same as another or each other; unlike in nature, form, or quality.</p>	

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ASSESSMENT AND SAMPLE TASK GUIDE

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Inquiry 26. Communicate and Critique Conclusions

- K.3. With prompting and support, construct responses to compelling questions using examples.

Civics 3. Civic Dispositions and Democratic Principles

- K.10. Identify the local, state, and national symbols (e.g., flag, bird, song).

History 15. Historical Change, Continuity, Context and Reconciliation

- K.11. Compare traditions found in communities over time.

History 19. Power Dynamics, Leadership, and Agency

- K.12. Demonstrate an awareness of community leaders (teacher, principal, mayor, tribal leaders).

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

- K.13. Sequence important events in their life.
- K.14. Identify how individuals are similar and different.

Sample Task #2

In this task, students will discuss and create an all about me and my community book. Through the selected books and discussions, students will demonstrate their understanding of local symbols and community leaders. Through discussions and visual supports, students can connect their understanding of community leaders to their local community.

1. Read aloud the story "Percy's Neighborhood" by Stuart J. Murphy. While reading, pause and identify the community event and each community leader.
2. Prompt: Who are important leaders in the community?
 - Students should use evidence from the text to support their responses.
 - Exemplar responses should include a drawing, words or dictated sentence.
2. Create "All About Me and My Community" books. You can do this with construction paper, as a take-home family activity, or in a slide deck or digital format. Encourage students to illustrate and write/dictate sentences about the role they play in various communities. They can expand on some of the responsibilities they have in their roles or jobs they help with in each setting. Examples could include:
 - "In my family, I am a brother/sister/daughter/son."
 - "In my classroom, I am a student or kindergartner."
 - "In my community, I am a citizen/child/member/etc."
 - "I help put away the dishes at night."
 - "I am the line leader sometimes."
 - "I perform in the dances in my pueblo."

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3. Optional extension for centers/rotations: Print cards of each community leader's contributions and the corresponding picture showing the correct community leader.

Exemplar Student Responses

1. While reading, pause and identify the community event and each community leader:
 - a. Doctor's help us stay healthy. Librarians help us find information. Police Officers help us obey laws.
2. Prompt: Who are important leaders in our community?
 - a. Sample responses based on the local community with specific names: Nurse Carey gives us medicine. Officer Kim keeps us safe. Mrs. Crouch helps me find books on dogs.
 - b. Book Examples could include:
 - i. "In my family, I am a brother/sister/daughter/son."
 - ii. "In my classroom, I am a student or kindergartner."
 - iii. "In my community, I am a citizen/child/member/etc."
 - iv. "I help put away the dishes at night."
 - v. "I am the line leader sometimes."
 - vi. "I perform in the dances in my pueblo."
3. Optional extension for centers/rotations:
 - a. Students will match the image of students following contributions (i.e. firefighters keep us safe from fires)
 - b. Students can complete sentences about each match using the following sentence stem, " (leader) keep our community (action) ."

DOK

Blooms

Level 2

Explain/Create

Cross-Curricular Connections

CCSS.ELA-LITERACY.L.K.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts

CCSS.ELA-LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text? The text in this lesson includes various leadership roles that can be common in most local communities. This text includes examples of roles and responsibilities that community leaders can fulfill.

How are those groups and individuals portrayed? The narration of the text is written from the perspective of a parent and a young child. The characters represented are animals and do not include specific ethnicities or genders. The illustrations provide enough detail and context to represent any local community setting (i.e. affluent versus non-affluent schools) and vary the characters on each page.

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What supports are provided to teachers to identify blind spots? Sensitivity to students who may have traumatic experiences associated with local officials. Acknowledgement and modeling appropriate language to discuss opinions/feelings towards various local authorities. Specific examples from your community may help students see themselves/learn about building trusting relationships with local leaders. These specific examples for each community can also be expanded to include various cultural values and differentiation in types of locations throughout a local community (i.e. pueblos, native lands, rural towns versus larger cities or suburbs).

How is this text culturally/linguistically responsive? The video narration/text uses student and age appropriate language. The text attempts to include images and examples from diverse populations and gender neutral appearances. The book is only in English, but has simple sentences that could be translated for multilingual learners as needed or closed captioning for students with auditory needs.

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 style="text-align: center;">What are types of community leaders? Why are they important?</p> <p>ESR: responses will vary Doctors keep us healthy. Police Officers keep us safe. Firefighters put out fires.</p> <p>These are great examples of community leaders and how they support our community. Who else has an example of a community leader?</p>	<p style="text-align: center;">Who do you see/know from your local community?</p> <p>ESR: responses will vary I see Officer Smith in his cop car. I talk to Nurse Carrey when I am hurt. I see the firefighter driving the fire truck.</p> <p>Examples of activities to affirm:</p> <ul style="list-style-type: none"> ● Draw a picture of a community leader ● Draw a picture of a job a community leader fulfills
Build	Bridge
<i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	<i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
<p>In our story, we learned about different community leaders and how they support one another. Are there community leader’s you can ask for help or support?</p> <p>ESR: I can ask the firefighter at the fire station for help. I can call the police on the phone.</p>	<p>When we see community leaders around our neighborhood, we can talk to them or ask for help. It’s normal to feel shy around adult leaders, but we know we can talk to them and ask for support. Share a time when you had to talk to a community leader. If you don’t remember, you can ask the adults in your life.</p>

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	I can go to see the doctor at the hospital.	ESR: Any experience in which they spoke to or had to interact with a community leader.
Suggested Student Discourse		
Question	Method	
Who are leaders in our community?	<p>Type: Inner Outer Circle Strategy: 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>n 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: leader, neighborhood, local, community, jobs, etc.</p> <p>Think Aloud- Today when we are listening to the text, you will hear the word <i>community</i>. When we hear the word <i>community</i>, it is referring to an area in which we live or work or go to school. Smaller places in a community are called neighborhoods.</p> <p>Text-Based Questioning: What is your neighborhood or community called? Who are leaders in our community? What types of places are in our local community?</p>	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Provide a sentence stem to support students' oral responses ● Give students multiple opportunities to use learned vocabulary through academic discourse ● Allow students to point to illustrations or ask to reread a section of the text <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Allow students to act out or pantomime actions showing roles/responsibilities of community leaders. ● Offer verbal and visual support when needed 	

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Kindergarten Needs and Wants

Compelling Question

Inquiry Alignment

Is it a need or a want?

K.4. Take group or individual action to help address local, regional, or global problems or issues.

Standards at a Glance

Theme 3: Needs and Wants

Anchor Standard

The student demonstrates an understanding of:

Performance Standard

Therefore, the student is able to:

Economics/Personal Financial Literacy 6. Incentives and Choices

- K.15. Distinguish between a need (basic needs like food, clothing, and shelter) and a want.

Economics/Personal Financial Literacy 8. Money and Markets

- K.16. Identify examples of goods and services.
- K.17. Explain what scarcity is and how scarcity affects the accessibility of goods and services.

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Economics/Personal Financial Literacy 6. Incentives and Choices	
<i>Grade</i>	Performance Standard(s)	
K	K. 15. Distinguish between a need (basic needs like food, clothing, and shelter) and a want.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● A need is something that a person must have for health and survival, while a want is something that a person would like to have for enjoyment/make life easier. ● Discuss what happens when you do not have what you need. For example: <ul style="list-style-type: none"> ○ food /water ○ Shelter ○ Clothing ○ Communication tools (possibly phone) ○ Transportation (based on location) ○ Safety (SEL/Physical) ○ Healthcare (exercise) ● When discussing various types of want for enjoyment/ease of life. For example: <ul style="list-style-type: none"> ○ Games/toys ○ Certain electronics 	<ul style="list-style-type: none"> ● What do we need to live? ● What is the difference between a need and a want? ● What is something you want? Why?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.</i></p> <p><i>Goal P-ATL 11. Child shows interest in and curiosity about the world around them.</i></p>	<p><i>Future Grades:</i></p> <p><i>1.14. Examine choices that families make in purchasing general goods and identify costs associated with these choices.</i></p> <p><i>1.15. Examine decisions that people make about spending and saving money.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Explain through speaking or writing (drawing or dictation) an example of a need or want. ● Compare and contrast the various types of needs or wants. 	<p>Need - require (something) because it is essential or very important.</p> <p>Want - have a desire to possess or do (something); wish for.</p> <p>Shelter - a place giving temporary protection from bad weather or danger.</p> <p>Choice - the right or ability to make, or possibility of making, such a selection.</p> <p>Health - a person's mental or physical condition.</p>	

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Economics/Personal Financial Literacy 8. Money and Markets	
Grade	Performance Standard(s)	
K	K.16. Identify examples of goods and services. K. 17. Explain what scarcity is and how scarcity affects the accessibility of goods and services.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> • Goods are objects that can satisfy people’s needs and wants (clothing, food, electronics, toys). • Services are activities that can satisfy people’s needs and wants (healthcare workers, police, library, firefighters, teachers). • Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs. • Consequences of scarcity include famine, war, drought, increased prices for goods and services, and effects on natural resources. 	<ul style="list-style-type: none"> • What are examples of goods and services? • What are some examples of scarcity? <ul style="list-style-type: none"> • What happens if we run out of _____? (i.e. food, water, gas, etc.) • What would happen if there were no _____? (i.e. doctors, firefighters, police, etc.)
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>Goal IT-SE 3. Child learns to use adults as a resource to meet needs.</i></p> <p><i>Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.</i></p>	<p><i>Future Grades:</i></p> <p><i>1.23. Identify examples of producers and consumers.</i></p> <p><i>1.24. Examine how earning money through work is related to the purchase of goods and services.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> • Explain through speaking or writing (drawing or dictation) an example of a good or service. • Explain the causes for scarcity and potential effects of scarcity. 	<p>Scarcity - the state of being scarce or in short supply; shortage.</p> <p>Customer - a person or organization that buys goods or services from a store or business.</p> <p>Producer - a person, company, or country that makes, grows, or supplies goods or commodities.</p> <p>Consumer - a person who purchases goods and services for personal use.</p> <p>Resource (natural or man-made) - a stock or supply of money, materials, staff, and other assets that can be drawn on by a person or organization in order to function effectively.</p>	

ASSESSMENT AND SAMPLE TASK GUIDE

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

Inquiry 27. Take Informed Action

- K.4. Take group or individual action to help address local, regional, or global problems or issues.

Economics/Personal Financial Literacy 6. Incentives and Choices

- K.15. Distinguish between a need (basic needs like food, clothing, and shelter) and a want.

Economics/Personal Financial Literacy 8. Money and Markets

- K.16. Identify examples of goods and services.
- K.17. Explain what scarcity is and how scarcity affects the accessibility of goods and services.

Sample Task #3

In this task, students will discuss and sort pictures/illustrations that demonstrate examples of a need versus a want. Through this activity teachers will be able to assess the vocabulary associated with distinguishing a need versus a want.

Resources:

- [Elmo learns about want versus need.](#)
- [Wants and Need Examples](#)
- [Lily Learns about wants and needs](#)

1. **Before Viewing:** Explain to students as you watch this video together you'll be listening for the differences between something they want versus something they need.
2. **During Viewing:** Pause video and ask reflective questions, and talk together about what you're seeing. Ask:
 - "What is a need? What is a want? Can you explain the difference?"
 - "What is something *you* most like to have or want? What could we use if we didn't have _____?"
3. **After Viewing:** Talk more about needs and wants. On a sheet of paper, write the word "needs" on one half and "wants" on the other. Then talk about and draw pictures of items that go in each category. *Alternatively, teachers can scaffold or make this activity a center or rotation by printing various pictures and having students sort the cards into the two categories. Teachers may also choose to provide students with magazines in which they cut out and label various items as needs or wants.

Exemplar Student Responses

1. **Assessing Background Knowledge:** Student's may respond with such phrases:
 - a. Wants: We need pizza and cereal to eat. We need a bike to get to places. We need toys to play with.
 - b. Need: We need transportation to get to places. We need air to breathe. We need water to drink.

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2. **During Viewing:** Pause video and ask reflective questions, and talk together about what you're seeing. Ask:
 - a. A need is something we need to survive and a want is something that makes us happy or entertains us (we do for fun).
 - b. I like to exercise on my bike and it gets me places. I like candy but I can also eat sweet fruit.
3. **After Viewing:** Model how students will complete their picture sort independently.

DOK	Blooms
DOK 3	Apply

Cross-Curricular Connections

CCSS.ELA-LITERACY.L.K.6
Use words and phrases acquired through conversations, reading and being read to, and responding to texts

CCSS.ELA-LITERACY.L.K.4.A
Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

CCSS.ELA-LITERACY.L.K.5.A
Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

CCSS.ELA-LITERACY.RL.K.1
With prompting and support, ask and answer questions about key details in a text.

CCSS.MATH.CONTENT.K.MD.B.3
Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.1

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text? The videos in this lesson include examples of objects/activities that any person can be familiar with. Video resources are student and age appropriate to ensure building of academic content vocabulary.

How are those groups and individuals portrayed? The examples portrayed/used in these videos are common nouns and are not specific to any one ethnic/cultural background.

What supports are provided to teachers to identify blind spots? Specific examples from various ethnic backgrounds may help students see themselves/learn about how to prioritize needs versus wants. These specific examples for various types of needs/wants can also be expanded to include various religions, cultural values and differentiation in types of customs. There may also be a need to differentiate physical/medical needs of visible and invisible disabilities.

How is this text culturally/linguistically responsive? The video narration/text uses student and age appropriate language. The text attempts to include images and examples that younger children will be familiar or have seen before.

VABB Analysis

New Mexico Instructional Scope Social Studies Guide

	Validate <i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	Affirm <i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i>
	<p style="text-align: center;">What are the types of needs? Why are they important?</p> <p>ESR: responses will vary We need air to breathe. We need water to be healthy. We need different kinds of transportation.</p> <p>These are great examples of needs we might have on a daily basis. Who else has an example of a need?</p>	<p style="text-align: center;">Are all our needs and wants the same? Why or why not?</p> <p>ESR: responses will vary I think we all need food. I think we all need to exercise. I go to church every Sunday, but my friends might not. Some people need devices to help them see or hear.</p> <p>Examples of activities to affirm:</p> <ul style="list-style-type: none"> ● Draw a picture of a need ● Draw a picture of a want that might be different from others.
	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>In our videos, we learned the difference between needs and wants. Is there a want/need that might be different from others?</p> <p>ESR: I need to have a night light when I sleep. It helps me feel safe. I need my glasses to see and read. I like to eat ice cream with my grandma.</p>	<p>Sometimes a need or a want can be very important to someone that might not make sense to you. We all need our basic needs met, but sometimes others may need or want something more. Share a time when you thought you needed something but it was really a want.</p> <p>ESR: Any experience in which they recall or had adult support to recall.</p>
	Suggested Student Discourse	
	Question	Method
<p>What are examples of needs and wants?</p>	<p>Type: Kagan Cooperative Structures Strategy: Strategies for interaction in which students practice a variety of interpersonal functions and academic conversations to improve educational outcomes</p>	

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Multi-Layered System of Supports/Suggested Instructional Strategies

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

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

Instructional Supports:

Vocabulary/Text-Based Questioning:	Strategies:
<p>Vocabulary to pre-teach: need, want, health, safety, survive, opinion, preference.</p> <p>Think Aloud- today when we are listening to our video, you will hear the word <i>need</i>. When we hear the word <i>need</i>, it is referring to basic things all humans need to stay alive and healthy. Needs are different from wants that we can live without.</p> <p>Text-Based Questioning: What is a need or want? Why is it important to you? What happens if a need or want is no longer available?</p>	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Provide a sentence stem to support students oral responses ● Give students multiple opportunities to use learned vocabulary through academic discourse ● Allow students to point to illustrations or ask to reread a section of the text <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Allow students to act out or pantomime actions showing roles/responsibilities of community leaders. ● Offer verbal and visual supports when needed

New Mexico Instructional Scope Social Studies Guide

Kindergarten Spaces and Places

Compelling Question

Inquiry Alignment

What do maps show us?

K.3. With prompting and support, construct responses to compelling questions using examples

Standards at a Glance

Theme 4: Spaces and Places

Anchor Standard

The student demonstrates an understanding of:

Performance Standard

Therefore, the student is able to:

**Geography 11.
Geographic
Representations and
Reasoning**

- K.18. With prompting and support, create maps of familiar areas, such as the classroom, school, and community that include labels.

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

- K.19. Recognize and identify signs and symbols around their town and community including the locations of places, people, and objects.
- K.20. Identify the differences and similarities between a globe and a map. Explain the purpose of a globe and map.

**Geography 13.
Movement, Population,
and Systems**

- K.21. Explain why and how people move from place to place within a community.

New Mexico Instructional Scope Social Studies Guide

	Anchor Standard: Geography 11. Geographic Representations and Reasoning	
<i>Grade</i>	Performance Standard(s)	
K	K. 18. With prompting and support, create maps of familiar areas, such as the classroom, school, and community that includes labels.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Students familiarize themselves with the idea of maps and labels to understand the area that they are in. Students learn how to label things in their classroom and their school to show where and what things are. 	<ul style="list-style-type: none"> ● What is a map? ● What is a label?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>Domain 7: 23.2 Shows interest in exploring the environment, learning new things, and trying new experiences.</i></p>	<p><i>Future Grades:</i></p> <p><i>1.16. Create geographic representations to identify the location of familiar places and demonstrate how these representations can help us navigate from one place to the next, provide directions, or trace important routes.</i></p> <p><i>1.17. Identify the common symbols used on maps for human-made structures and physical features.</i></p> <p><i>1.18. Use a variety of maps to locate specific places and identify major landforms, bodies of water, and other places of significance around the United States.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Describe what a map is and how it helps us. ● Explain what a label is and how it helps us. ● Create a map of a familiar area. 	<p>Map - a picture of a certain area of the earth drawn to scale on a flat surface.</p> <p>Label - a label gives information about what the object contains, how to use it, or who owns it.</p>

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	Anchor Standard: Geography 12. Location, Place, and Region	
<i>Grade</i>	Performance Standard(s)	
K	K.19. Recognize and identify signs and symbols around their town and community including the locations of places, people, and objects.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> Students learn how to identify and describe signs and symbols that help them locate something around their town or community. For example, students learn to identify the signs for their local restaurants. They may also identify the meaning of traffic signs. 	<ul style="list-style-type: none"> What do signs and symbols do?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>Domain 3: Indicator 12.1- Sorts, classifies, and groups materials by one or more characteristics.</i></p>	<p><i>Future Grades:</i></p> <p><i>1.17. Identify the common symbols used on maps for human-made structures and physical features.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> Give examples of signs and symbols found in the community and explain their meaning. 	<p>Signs - a printed notice or direction put on a surface. Symbols - an object or picture that represents something else.</p>	

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	Anchor Standard: Geography 12. Location, Place, and Region	
Grade	Performance Standard(s)	
K	K.20 Identify the differences and similarities between a globe and a map. Explain the purpose of a globe and a map.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> Students will explore both globes and maps and will learn the purposes of both. Students will learn the differences and similarities between the two tools. 	<ul style="list-style-type: none"> What is a globe? What is a map?
	<i>Vertical Alignment</i>	
	<p><i>Previous Grades:</i></p> <p><i>Domain 3: Indicator 12.1- Sorts, classifies, and groups materials by one or more characteristics.</i></p>	<p><i>Future grades:</i></p> <p><i>1.16. Create geographic representations to identify the location of familiar places and demonstrate how these representations can help us navigate from one place to the next, provide directions, or trace important routes.</i></p> <p><i>1.17. Identify the common symbols used on maps for human-made structures and physical features.</i></p> <p><i>1.18. Use a variety of maps to locate specific places and identify major landforms, bodies of water, and other places of significance around the United States.</i></p>
	Students Who Demonstrate Understanding Can....	Vocabulary
	<ul style="list-style-type: none"> Compare and contrast a globe and a map. Identify what is different and what is similar between a globe and a map and explain what each one is used for. 	<p>Globe - a round ball with a map of the Earth on it.</p> <p>Map - a picture of a certain area of the earth drawn to scale on a flat surface.</p> <p>Similarities - a specific point of likeness.</p> <p>Differences - the condition of being not alike.</p>

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	Anchor Standard: Geography 13. Movement, Population, and Systems	
<i>Grade</i>	Performance Standard(s)	
K	K.21 Explain why and how people move from place to place within a community.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Students will explore and discuss the idea of home and why people may move between different places in a community. Students will explore the necessary resources and needs that a home provides. 	<ul style="list-style-type: none"> ● What is a home? ● Are there different types of homes? ● Why do people move from place to place?
	Vertical Alignment	
	<i>Previous Grades:</i> N/A	<i>Future Grades:</i> 1.16. Create geographic representations to identify the location of familiar places and demonstrate how these representations can help us navigate from one place to the next, provide directions, or trace important routes. 1.19. Explain how human-made structures are all examples of how people modify the physical environment to meet needs and wants.
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Describe the features of a home and what makes a home a home. ● Identify and explain reasons why people may move from place to place in a community. 	Home - the place where a person or animal lives. Community - a particular area where a group of people live.	

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.

Inquiry 26. Communicate and Critique Conclusions

- K.3. With prompting and support, construct responses to compelling questions using examples.

Geography 11. Geographic Representations and Reasoning

- K. 18. With prompting and support, create maps of familiar areas, such as the classroom, school, and community that includes labels.

Geography 12. Location, Place, and Region

- K.19. Recognize and identify signs and symbols around their town and community including the locations of places, people, and objects.

Sample Task #4

In this task, students will create a map that demonstrates understanding of what maps do and what maps show. Students will engage with a variety of resources to build background knowledge of maps that will help them to create their own.

1. Read the book “Me On The Map,” by Joan Sweeney or other similar books about maps and what they show us. The video narration option of the book can be found [here](#).
2. Students will discuss and brainstorm important places to go on their map. For example, it could show their room, home, their grandparents home, their classroom, school, and other places that are important to them in their community. They can include natural features such as a river or a lake.
3. Students will create a visual representation of their map. They will draw a map and show important places on the maps.
4. Students will explain their map to others in the class and show what is on it. Teachers should focus on encouraging students to answer the compelling question: what do maps show us?

*Alternatively, teachers can scaffold this lesson by creating a large map of the classroom or school on butcher paper and allow students to contribute and create the different areas/features in small groups.

Exemplar Student Responses

exemplar student maps would include: A visual representation with the multiple symbols and areas on the student’s map. An exemplar map would have the child’s home or room, family members' homes, the school, stores and restaurants in the community, natural resources such as a lake, river, or mountains, and anything additional not included here.

In an exemplar student response discussion, the student is able to verbally express everything on their map and explain where it is in the community in relation to other places on their map.

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DOK	Blooms
DOK 2	Creating
Cross-Curricular Connections	
<p style="text-align: center;"><u>CCSS.ELA-LITERACY.RI.K.7</u></p> <p>With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p style="text-align: center;"><u>CCSS.ELA-LITERACY.RI.K.10</u></p> <p>Actively engage in group reading activities with purpose and understanding.</p> <p style="text-align: center;"><u>CCSS.ELA-LITERACY.SL.K.4</u></p> <p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p style="text-align: center;"><u>CCSS.ELA-LITERACY.SL.K.5</u></p> <p>Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p style="text-align: center;"><u>CCSS.MATH.CONTENT.K.MD.A.1</u></p> <p>Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p>	
Culturally and Linguistically Responsive Teaching and Learning	
<p>Who is represented in the text? The video narration of the text in this lesson includes diverse ethnicities and representations from other countries. This text includes what maps can show us and where we can find ourselves on the map. It shows children all around the world in their countries on the map.</p> <p>How are those groups and individuals portrayed? The video narration of the text is from the eyes of a young girl learning about maps and how they represent the world around us. The young girl starts off in her room and “travels” outside to her town, her state, her country, and then to see other children from other countries on their maps. Those children are represented in the illustrations in various traditional clothing that may come from the region or country pinpointed in the map on the illustration.</p> <p>What supports are provided to teachers to identify blind spots? Supplemental examples may be needed to be inclusive of students with physical disabilities. Specific examples from your community may help students see themselves/learn about inclusivity. Teachers should also be mindful that some students may live somewhere different than the house portrayed in the text. In the text, the young girl has her own bedroom in a house and is shown walking around her neighborhood and seeing other houses in the area. Students may have varying experiences with housing.</p> <p>How is this text culturally/linguistically responsive? The video narration of the text represents a young female that could be from multiple cultures. It is not clear or discussed in the book but can represent many young girls. There are references from children around the world, as well.</p>	

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VABB Analysis	
<p>Validate</p> <p><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p>	<p>Affirm</p> <p><i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i></p>
<p>Discussion on where students live can take place to ensure that all students feel validated and comfortable.</p> <p>Question: Where do you live?</p> <p>ESR: Responses may vary</p> <ul style="list-style-type: none"> * I live in an apartment on the Westside. * I live in a house outside of town. * We lost our home in the fire so we are staying with my grandparents on the East side. <p>Teacher: Thank you for these responses. We all have different places and areas that we call home. We can see that on our maps.</p>	<p>Students should see maps and be exploring community content that is valid for their area specifically, not just any area. For example:</p> <p>A map would include the local chapterhouse on tribal land or a map would include the acequia for a farming community that uses acequias.</p> <p>Question: What are the important places on your map?</p> <p>ESR: Responses may vary</p> <ul style="list-style-type: none"> * On my map, I show the river where me and my grandpa fish. * On my map, it shows the forest where we go to cut wood. * On my map, it shows the Chinese restaurant that my family owns. <p>Teacher: Thank you! We all have different places on our maps that are important to us. Each place is important to our community.</p>
<p>Build</p> <p><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p>Bridge</p> <p><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>
<p>Students will discuss why the areas on their maps are important to them.</p> <p>Question: Why are the places on your map important to you and your family?</p> <p>ESR: Answers will vary</p> <ul style="list-style-type: none"> * The forest is important where we cut wood because that's how my family keeps warm in the winter. * The school is important because that's where I go to learn. 	<p>Students will have discussions about each other's maps and see the value in how they all have different important places on their maps.</p> <p>Question: Can you find a place that is on someone else's map that is not on yours and say something about it?</p> <p>ESR: Answers will vary</p> <ul style="list-style-type: none"> * I like that you have the river on your map. I don't have that on mine but the river is fun.

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<p>* The store is important because that's where we buy our food.</p> <p>Teacher: Thank you! We have many of the same places on our maps, like the school and our homes. We also have different places that are important to us, because we are all different.</p>	<p>* You have the Chinese restaurant on your map. I've never eaten there but I would like to try it.</p> <p>* You have the forest on your map. I wish I could go there more often.</p> <p>Teacher: We can all appreciate the different places on each other's maps.</p>
Suggested Student Discourse	
Question	Method
<p>What are the important places in your community that you have on your map?</p> <p>Teacher answers the question themselves to model what is expected.</p> <p>"On my map it shows my house, my abuela's house, the river, my school, the grocery store, Walmart, and the doctor's office. It also shows the lake where we go fishing."</p>	<p>Type: Modeling Strategy: Teacher asks the question and answers themselves to demonstrate the expected answers.</p>
Multi-Layered System of Supports/Suggested Instructional Strategies	
<p>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p> <p>3.) Identify vocabulary words to pre-teach:</p> <ul style="list-style-type: none"> ● Vocabulary are words that are more likely to appear in text than speech. ● Choose words that are <u>not</u> implicitly or explicitly defined within the text. <p>4.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.</p>	
Instructional Supports:	
Vocabulary/ Text-Based Questioning:	Strategies:
<p>Vocabulary to pre-teach: map, directions, community, globe, label</p> <p>Think Aloud- Today when we are listening to the text, you will hear the word <i>map</i>. When we hear the word <i>map</i>, it is referring to a picture of a particular area in our world. We use maps to show us where we are in our town, state, and country and how to get to other places.</p>	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Provide a sentence stem to support students oral responses ● Allow students to point to illustrations or ask to reread a section of the text ● Use simplified language and instructions <p>Targeted Supports:</p>

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	<p>Text-Based Questioning: Have you seen a map before? What does a map do? Why do we need to know what places are in our community? What city and state do we live in?</p>	<ul style="list-style-type: none">• Brainstorm with students who are having trouble thinking about important places for their map• Offer verbal and visual supports when needed
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Kindergarten Social Identity

Compelling Question

Inquiry Alignment

What makes me special and unique?

K.3. With prompting and support, construct responses to compelling questions using examples.

Standards at a Glance

Theme 5: Social identity

Anchor Standard

The student demonstrates an understanding of:

Performance Standard

Therefore, the student is able to:

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

- K.22. Communicate a positive view of themselves and identify some of their group identities.
- K.23. Describe ways they are similar and different from people who share their identities and people who do not.
- K.24. Explore their personal history, culture, and past.
- K.25. With support, learn about current contributions of people in their main identity groups.

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	Anchor Standard: Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	
<i>Grade</i>	Performance Standard(s)	
K	K. 22. Communicate a positive view of themselves and identify some of their group identities	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> ● Students learn how to identify traits about themselves and others. ● They will learn to identify positive things about themselves and others. 	<ul style="list-style-type: none"> ● What makes me unique? ● What are some good things about myself?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>5.3 Demonstrates increasing abilities to understand and use language by the number, variety, and complexity of words across varied purposes.</i></p> <p><i>20.1 Plays and interacts with various children sharing experiences and ideas with others.</i></p> <p><i>25.3 Role-plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and to reenact real-life roles and experiences.</i></p> <p><i>E.I. #13.1: Communicates ideas and/or feelings through creative activities (e.g., making up a song, acting out a story, creating a piece of artwork, or a set of movements).(Creativity)</i></p>	<p><i>Future Grades:</i></p> <p><i>1.21. Explain how groups of people believe different things and live in unique ways.</i></p> <p><i>1.22. Explain how student and individual identities are part of what makes each person unique and special.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Describe positive attributes about themselves and others. 	<p>Positive - bringing something good.</p> <p>Traits - a characteristic that makes a person or animal different from others.</p> <p>Unique - different from everything else.</p> <p>Individual Identity - a person’s self-image consisting of how they perceive themselves as different from others.</p>

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	Anchor Standard: Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	
<i>Grade</i>	Performance Standard(s)	
K	K.23. Describe ways they are similar and different from people who share their identities and people who do not.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> Students will understand and be able to describe what it means to be similar and different to others around them. They will also understand and describe similarities and differences between themselves and others in different locations and from different cultures and backgrounds. 	<ul style="list-style-type: none"> How am I different from others in my school and community? How am I similar to others in my school and community? How am I different from others in different places than me? How am I similar to others in different places than me?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.</i></p> <p><i>Goal IT-SE 10. Child shows awareness about self and how to connect with others.</i></p> <p><i>Goal IT-SE 11. Child understands some characteristics of self and others.</i></p> <p><i>Goal P-SE 11. Child has sense of belonging to family, community, and other groups.</i></p>	<p><i>Future Grades:</i></p> <p><i>1.21. Explain how groups of people believe different things and live in unique ways.</i></p> <p><i>1.22. Explain how student and individual identities are part of what makes each person unique and special.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> Describe similarities and differences between themselves and others in similar areas and from similar backgrounds and describe similarities and differences between themselves and others from different areas and different backgrounds. 	<p>Similarities - a specific point or instance of likeness. Differences - the condition of being not alike. Backgrounds - all of a person's experience and origins. Individual Identity - a person's self-image consisting of how they perceive themselves as different from others.</p>	

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	Anchor Standard: Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	
<i>Grade</i>	Performance Standard(s)	
K	K.24. Explore their personal history, culture, and past.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> Students will explore their own cultures and what that means to them and their family. They will explore their families past and personal history. Students will learn where their family comes from and who their ancestors are. 	<ul style="list-style-type: none"> Who am I? Where am I from? Where did my family come from? Who are my ancestors? What culture is my family from?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.</i></p> <p><i>Goal P-SE 11. Child has a sense of belonging to family, community, and other groups.</i></p> <p><i>Goal IT-SE 11. Child understands some characteristics of self and others.</i></p> <p><i>Goal P-SE 11. Child has sense of belonging to family, community, and other groups.</i></p>	<p><i>Future Grades:</i></p> <p><i>1.21. Explain how groups of people believe different things and live in unique ways.</i></p> <p><i>1.22. Explain how student and individual identities are part of what makes each person unique and special.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> Share about their culture and where their family comes from. They will be able to share about their past and their ancestors. 	<p>Culture -the language, customs, ideas, and art of a particular group of people.</p> <p>Past - having happened at a former time.</p> <p>Personal history - everything that has happened in the past to a particular person.</p> <p>Ancestors - a person from whom one is descended.</p>

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	Anchor Standard: Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	
<i>Grade</i>	Performance Standard(s)	
K	K.25 With support, learn about current contributions of people in their main identity groups.	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> Students will explore people of the past and present in their main identity groups. They will look at the contributions of those people to society. 	<ul style="list-style-type: none"> What groups do I belong to? Who are some important people in society that also belong to these groups? What are the contributions of these people?
	Vertical Alignment	
	<i>Previous Grades:</i> <i>Goal P-SE 11. Child has a sense of belonging to family, community, and other groups.</i>	<i>Future Grades:</i> <i>1.21. Explain how groups of people believe different things and live in unique ways.</i> <i>1.22. Explain how student and individual identities are part of what makes each person unique and special.</i>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> Name important individuals in their main identity groups and name some of their contributions to society. 	Identity - all of those things by which a person is known or is considered as being. Contributions - something that is contributed (to give for a purpose). Belong - to be accepted as part of a group.

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ASSESSMENT AND SAMPLE TASK GUIDE

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

Inquiry 26. Communicate and Critique Conclusions

- K.3. With prompting and support, construct responses to compelling questions using examples.

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

- K.22. Communicate a positive view of themselves and identify some of their group identities.
- K.23. Describe ways they are similar and different from people who share their identities and people who do not.
- K.24. Explore their personal history, culture, and past.
- K.25. With support, learn about current contributions of people in their main identity groups.

Sample Task #5

In this task, students will create pictures/illustrations that demonstrate examples of qualities or characteristics that make them unique/special. Through this activity teachers will be able to assess the vocabulary associated with personality traits or characteristics.

Resources:

- [The Reflection in Me](#)
- [The Best Part of Me](#)
- [I Like Myself](#)
- [It's OK to be Different](#)
- [It's OK to be Different by Todd Parr](#)
- [What Makes Us Unique](#)
- [What I like about Me Written by Allia Zobel-Nola](#)

1. **Before Viewing:** Activate prior knowledge with words that make someone special. For example, adjectives (feeling words or traits) or verbs (actions that students engage in such as playing, running, riding/skiing). Discuss with students how people can be the same or different.
2. **During Viewing:** Pause video and prompt students to answer some of the following questions:
 - a. What are words that describe people on the outside? On the inside?
 - b. How can people be the same or different?
 - c. What is something that you like about yourself?
 - d. What makes you happy? Or What do you like to do for fun?
3. **After Viewing:** Have students create a picture/illustrations and write (dictation) about what makes them unique.

Exemplar Student Responses

1. **Before Viewing:** Discuss with students how people can be the same or different.
 - a. Sample response: People can be tall or short. People can ride bikes. Some people can run fast. Some people like to sing.
2. **During Viewing:** students to answer some of the following questions:
 - a. People have brown hair. People can be shy or timid.

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	<p>b. I like wearing pink. I am good at math or reading.</p> <p>c. My friends make me happy when they play with me. I like to run fast with my brother.</p> <p>3. After Viewing: Student response should meet Kinder CCSS ELA standards.</p>	
	DOK	Blooms
	Level 2	Explain/Describe
	Cross-Curricular Connections	
	<p><u>CCSS.ELA-LITERACY.L.K.6</u> <i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts</i></p> <p><u>CCSS.ELA-LITERACY.RL.K.1</u> <i>With prompting and support, ask and answer questions about key details in a text.</i></p> <p><u>CCSS.ELA-LITERACY.W.K.2</u> <i>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</i></p>	
	Culturally and Linguistically Responsive Teaching and Learning	
	<p>Who is represented in the text? The video narration of the text in this lesson includes diverse ethnicities and genders in a variety of roles with a variety of appearances. This text includes specific examples of how people can be the same or different.</p> <p>How are those groups and individuals portrayed? The video narration of the text is written in the “I” or “We” to indicate all students in various settings. The narration is by young children or females with various accents. There are diverse ethnicities and genders represented in various settings such as schools, parks and neighborhoods. The illustrations provide enough detail and context to represent any setting (i.e. affluent versus non-affluent schools) and vary the main character on each page.</p> <p>What supports are provided to teachers to identify blind spots? Supplemental examples may be needed to be inclusive of students with physical disabilities or how they identify as unique genders (gender neutral representation). Specific examples from your community may help students see themselves/learn about inclusivity. These specific examples can also be expanded to include various cultural values and differentiation in types of people within local communities.</p> <p>How is this text culturally/linguistically responsive? The video narration/text uses “I” and “We” to include all students in a variety of settings. The text attempts to include images and examples from diverse populations and gender neutral appearances. The book is only in English, but has simple sentences that could be translated for multilingual learners as needed or closed captioning for students with auditory needs.</p>	
	VABB Analysis	
	<p>Validate</p> <p><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p>	<p>Affirm</p> <p><i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i></p>

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	<p>How are you the same or different from a friend?</p> <p>ESR: responses will vary I have blue eyes. We both have hair. We both like to play soccer.</p> <p>These are great examples of how you can be the same or different from a friend. Who else has an example of similarities/differences?</p>	<p>What makes you and your family special?</p> <p>ESR: responses will vary We like to eat rice. We have dark hair and eyes. We spend time at church.</p> <p>Examples of activities to affirm:</p> <ul style="list-style-type: none"> ● Draw a picture of yourself ● Draw a picture of your family
	<p>Build</p> <p><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p>Bridge</p> <p><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>
	<p>In our stories, we learned about how people can be the same or different. What makes you special?</p> <p>ESR: I am tall. I like to play football. I love my family.</p>	<p>When we see people in our communities/neighborhoods, we can appreciate all our differences and similarities. Everyone in our homes, schools and community are special in their own way. Have you ever made a new friend outside of school?</p> <p>ESR: Any experience in which they have interacted with someone who may be different or share similar interests.</p>
	<p>Suggested Student Discourse</p>	
	<p>Question</p>	<p>Method</p>
<p>What is something special/unique about you?</p>	<p>Type: Turn and Talk Strategy: A routine that increases opportunities for all students to participate in discussion simultaneously in order to make predictions or process new learning in a low risk environment.</p>	
<p>Multi-Layered System of Supports/Suggested Instructional Strategies</p>		
<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: same, different, feelings, actions, special or unique Think Aloud- today when we are listening to our video, you will hear the word <i>unique</i>. When we hear the word <i>unique</i>, it is referring to being the only one of its kind; unlike anything else.</p> <p>Text-Based Questioning: What makes us special? What do you like about yourself? What makes you different from others?</p>	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Provide a sentence stem to support students oral responses ● Give students multiple opportunities to use learned vocabulary through academic discourse ● Allow students to point to illustrations or ask to reread a section of the text <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Allow students to act out or pantomime actions showing roles/responsibilities of community leaders. ● Offer verbal and visual supports when needed

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Kindergarten Personal Financial Literacy

Compelling Question

Inquiry Alignment

Why is money important?

K.5. Participate in deliberative and democratic procedures to make decisions about and act on civic problems or issues

Standards at a Glance

Theme 6: Personal Financial Literacy

Anchor Standard

The student demonstrates an understanding of:

Performance Standard

Therefore, the student is able to:

Economics/Personal Financial Literacy 10. Personal Financial Literacy

- K.26. Recognize personal finance choices people make.

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	Anchor Standard: Economics/Personal Financial Literacy 10. Personal Financial Literacy	
<i>Grade</i>	Performance Standard(s)	
K	K. 26. Recognize personal finance choices people make.	
	Sample Concept/Content	Supporting Questions
	<p>Students learn how money is earned:</p> <ul style="list-style-type: none"> ● Occupations studied in Theme 2 ● Token system in the classroom (points, tickets, etc.) ● Explore currency (coins, bills, etc.) <p>What people need to use money:</p> <ul style="list-style-type: none"> ● Needs versus wants (Theme 3) <p>Students will explore what it means to save money and personal financial responsibility:</p> <ul style="list-style-type: none"> ● Value of money in relation to spending <ul style="list-style-type: none"> ○ I.e. saving points/money for larger priced items 	<ul style="list-style-type: none"> ● How do I earn money? ● How do I save money? ● What is the bank for? ● Where do we keep money?
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>Goal P-MATH 4. Child compares numbers.</i></p> <p><i>Goal P-MATH 1. Child knows number names and the count sequence.</i></p>	<p><i>Future Grades:</i></p> <p><i>1.23. Identify examples of producers and consumers.</i></p> <p><i>1.24. Examine how earning money through work is related to the purchase of goods and services</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Explain the uses for money. Explain how to save and how to spend money. 	<p>Money - a current medium of exchange in the form of coins and banknotes; coins and banknotes collectively.</p> <p>Spend - pay out (money) in buying or hiring goods or services.</p> <p>Save - keep and store up (something, especially money) for future use.</p> <p>Buy - obtain in exchange for payment.</p> <p>Purchase - acquire (something) by paying for it; buy.</p>	

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ASSESSMENT AND SAMPLE TASK GUIDE

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

Inquiry 27. Take Informed Action

- K.5. Participate in deliberative and democratic procedures to make decisions about and act on civic problems or issues.

Economics/Personal Financial Literacy 10. Personal Financial Literacy

- K.26. Recognize personal finance choices people make.

Sample Task #6

In this task, students will participate in a spending money activity. Students will earn money based on their “occupation” and then be able to purchase items at a themed store.

- 1) As an introduction, read one of the following stories. During the read aloud, ask students text dependent questions, to make personal connections, and to ask any questions they may have during the reading. Following the book, ask students to reflect on the role money played in the story. Teachers can ask questions such as, “how did they use money in this story?,” “what happened to the money in this story?,” or “how did the family use money to make decisions?”
 - a) The Plastic Rectangle: A Children’s Book About Money by Katie Friedman
 - b) A Chair for My Mother by Vera B Williams
 - c) Lemonade in Winter: A Book About Two Kids Counting Money by Emily Jenkins
 - d) Bunny Money (Max and Ruby) by Rosemary Wells
- 2) Continue the conversation from the book by explicitly explaining to students that we use money to help us make choices. Using a graphic organizer or a Circle Map Thinking Map, help students identify answers to and record their responses to the question: “Why is money important?”
- 3) For the roleplaying activity, students can participate as a center activity, in small groups, or as a whole classroom. Students will need to be divided into two groups: buyers and sellers. It is helpful if there is an opportunity to switch roles at some point so that they experience both roles. This can be done with the imaginative play materials in the classroom or students can make their own “shops” using various objects in the classroom to sell (i.e. pencil shop, book shop, scissors shop, etc.). During the activity, students will use fake money to exchange goods and money. Encourage them to think about what they need and want before they shop. Students can make a shopping list if teachers feel inclined and can use it to balance how much money they spend on needs versus wants.
- 4) After participating in the activity, students will show that they understand how to spend money, exchanging it for goods. Students will show that they understand the concept of saving money and that they must have enough money to purchase what they wish to. Teacher will observe mastery of this content through observation of students during the activity and through discussion prompts after the activity.

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Exemplar Student Responses

- 1) Answers will vary during the read aloud but could include:
 - a) “The family saved their money to buy a chair for their mother after they lost their furniture in a fire.”
 - b) “The family used the credit card to help them buy the things they needed.”
 - c) “The kids tried to sell lemonade to make money but it didn’t work.”
- 2) Possible responses to the prompt “Why is Money Important?”
 - a) “Money helps us buy what we need.”
 - b) “Money helps pay for toys.”
 - c) “Money helps us buy food.”
- 3) Activity will vary in responses and actions but some key takeaways for students could include:
 - a) I have to have money in order to buy the things I want and need.
 - b) I use money to purchase things that I want and need.
 - c) If I don’t have enough money for something that I need or want, I have to save up for it until I have enough.

DOK

Blooms

DOK 3

Applying

Cross-Curricular Connections

CCSS.MATH.CONTENT.K.CC.A.1

Count to 100 by ones and by tens.

CCSS.ELA-LITERACY.SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text or video or activity? The suggested texts for this lesson include a variety of books that include multiple ethnicities, races, and genders. Two of the stories feature children of color and one takes place in an urban setting. All students can participate in learning about the value and significance of financial responsibility. This activity is universal and inclusive.

How are those groups and individuals portrayed? In the suggested texts, the individuals are portrayed in a family setting where there is a bond and love between the characters. Family and community are at the heart of three of these stories and all stories avoid negative stereotypes or assumptions. In the activity, there is no portrayal of individual students or groups of students. The classroom activity is done together as a class so there is no portrayal of others. Students can operate as individuals and bring their own background knowledge and differences to the activity to be celebrated.

What supports are provided to teachers to identify blind spots? Supplemental examples need to be inclusive of students with economic disadvantages/advantages. There may be language that different

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socio-economic groups use when speaking about finances. Various ethnic/cultures may also view financial responsibility differently (value of money, gender roles, etc.).

How is this text/video/activity culturally/linguistically responsive? Awareness of language (vocabulary, discourse) around financial responsibility and opinions or biases that may arise when engaging with money. Having a range of texts for students to engage with as well as the invitation of personal knowledge and experiences helps students feel validated and affirmed in their identities.

VABB Analysis

Validate	Affirm
<i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i>
<p>How does your family use money?</p> <p>ESR: responses will vary We use money to buy food from the grocery store. We use money to pay for our apartment. My dad is saving money for me and my sister to go to college.</p> <p>These are great examples of how our family makes decisions about how to use money. Who else has an example of how their family uses money?</p>	<p>Our families all use money differently based on what we need and want. How is money important in your family?</p> <p>ESR: responses will vary We donate money to our church. We need to save our money to pay our bills each month. Money is important in helping us travel to see our family.</p> <p>Examples of activities to affirm:</p> <ul style="list-style-type: none"> ● Create a t-chart of needs and wants to illustrate some of the things their family uses money for. ● Ask students to reflect on what is important to their family and how money affects that value (spending money on travel, church, going to the movies, etc.).
Build	Bridge
<i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	<i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
<p>In our stories, we read about some of the ways families use their money. How is this the same or different from how your family uses money?</p> <p>ESR:</p>	<p>Every family uses money differently based on our needs and wants. Sometimes we use money to support the things we value. When you go home this week, see if your family spends money on anything and remember what it is. Ask yourself</p>

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	<p>My family also uses money to buy groceries. My family doesn't use money for the bus, we use our car.</p>	<p>why your family is spending money on that thing. Is it a need or a want? When you come back to school on Friday we will talk about some of the things we noticed about money this week.</p> <p>ESR: Any example of how their family used money that week and being able to correctly identify it as a need or want.</p>
Suggested Student Discourse		
Question	Method	
Why is money important?	<p>Type: Turn and Talk Strategy: A routine that increases opportunities for all students to participate in discussion simultaneously in order to make predictions or process new learning in a low risk environment</p>	
Multi-Layered System of Supports/Suggested Instructional Strategies		
<p>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p> <ol style="list-style-type: none"> 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: money, spend, save, buy, purchase Think Aloud- Today when we are doing our activity, you will hear the words spend, save, buy, and purchase. When we hear the word <i>spend</i>, it is referring to using money to buy something. When we hear the word <i>save</i>, it is referring to keeping money until we have enough to buy something that we want or need. Some things that we have to buy are food, clothing, and food for animals. Some things that we purchase that we don't need, but we want, are toys and games.</p> <p>Text-Based Questioning: What do you use money for?</p>	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Provide a sentence stem to support students oral responses ● Allow students to point to illustrations or ask to reread a section of the text ● Allow students to work together <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Allow students to act out or pantomime actions showing spending money or selecting items to spend on ● Offer verbal and visual supports when needed ● Offer prompting and support when 	

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	<p>How do I spend money and when do I spend money? What does it mean to save money? What does it mean to buy or purchase something?</p>	<p>dealing with counting and identifying the amount of money needed for something</p>
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