

NEW MEXICO

Public Education Department

Parent and Family Guides for Social Studies

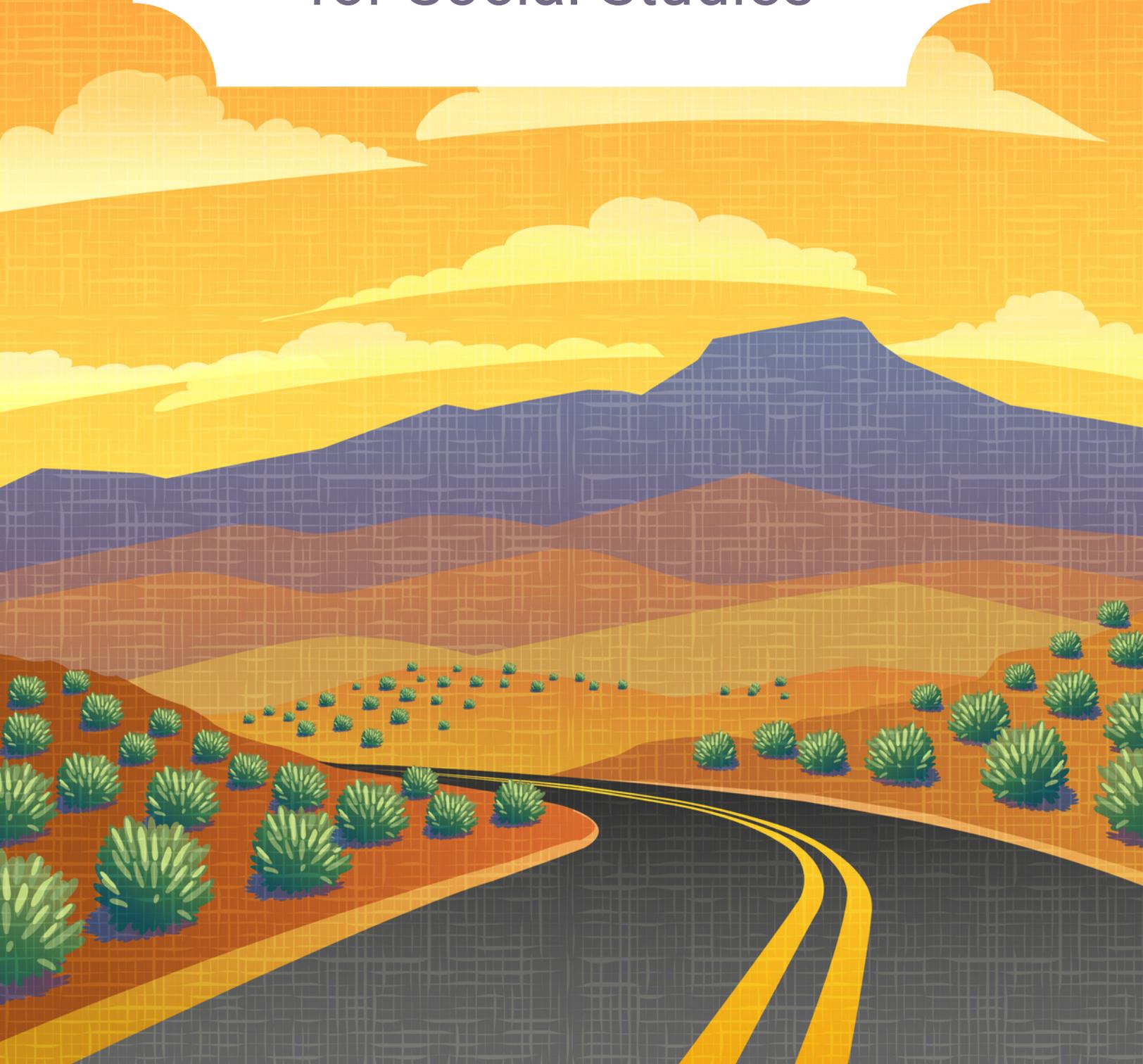


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Kindergarten - 2nd Grade Parent and Family Guide for Social Studies



Overview

Purpose

The Parent and Family Guide for Social Studies is meant to help parents and families become familiar with the purpose of academic standards, provide information about the key ideas and skills teachers will introduce in social studies, and help you support your child at home in their own learning. It is also intended to help parents and families understand how they can work with schools and teachers to support the learning of their child. We know when teachers and families work together, students are more likely to be successful in the school setting and be set up for success throughout their school experience. A partnership that respects cultures, traditions, languages, values, and beliefs helps foster a barrier-free school community where every student experiences a sense of belonging.

Each guide includes the following at each grade level:

- Examples of what your child may be doing at school.
- How to help your child at home.
- Questions you can ask your child.
- Questions you can ask your child's teacher.

Why Are Academic Standards Important?

Academic standards outline what students should know and be able to do in a given content area. They are critical for the success of all students and help ensure all students in New Mexico, no matter where they live or what school they attend, have the necessary academic skills for success in college, career, and civic life. They provide consistent expectations for students across the state. However, state standards are not curriculum. Curricular decisions are made at the local level by local school districts or charter schools and teachers as well as families as education decision makers.

About the Social Studies Standards

The social studies standards include six strands: (1) civics; (2) economics/personal financial literacy; (3) geography; (4) history; (5) ethnic, cultural, and identity studies; and (6) inquiry. The strands are organized by anchor standard. Anchor standards are the core ideas at the heart of a discipline to be implemented across a K–12 social studies program. Anchor standards remain the same through all grades and courses but increase in complexity as students grow from grade to grade. Each set of grade-level standards begins with a set of inquiry standards. The inquiry standards define key skills within social studies. These standards are meant to be used in concert with the content standards throughout the grade level/course.

Both the inquiry and ethnic, cultural, and identity strands are new to the social studies standards, however, they are both core components of quality social studies instruction. Social studies is the study of people and society. The inclusion of ECI supports a richer study of the impact of individuals and groups and why their contributions matter, whereas the addition of an inquiry strand represents the key social studies skills students need in order to effectively learn and process the rich content within the discipline.

K-12 Anchor Standards

Civics	Economics/ Personal Financial Literacy	Geography	History	Ethnic, Cultural, and Identity Studies	Inquiry
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What NMPED Is Doing to Support the Standards

Implementation of new standards is a process. The NMPED is providing a suite of tools and resources in order to support teachers in using the standards. First, several professional development modules will be available to support teachers throughout the next few years. These range from modules about the key instructional shifts of the standards to understanding culturally and linguistically responsive instruction. This includes professional learning to help prepare teachers to engage students in discourse about critical issues in the past and present. These skills are important to help prepare students to participate in our pluralistic democracy.

The NMPED Literacy and Humanities Bureau is creating these guides in conjunction with the Community Engagement Bureau to ensure the standards are relevant to families in New Mexico so all students can learn at high levels.

Additional Resources

- [New Mexico Social Studies Standards](#)
- [Glossary](#)
- [Frequently Asked Questions](#)
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 - ◆ [Diverse Book Finder](#)

Kindergarten

Examples of What Your Child May Be Doing at School:

- Asking questions about their role in their school and community and how to act on issues in their classrooms.
- Identifying why there are rules and why they help us work together.
- Examining traditions found in communities.
- Discussing the role of community leaders.
- Describing maps and using them to identify landmarks in the community.
- Exploring their personal history and culture.

How to Help Your Child at Home:

- Encourage your child to ask questions. Children are naturally curious about the world and want to ask questions about the world in which they live. Help students figure out how to find answers to those questions.
- Read with your child everyday. Choose social studies-related books (both fiction and non-fiction). See book suggestions under the Additional Resources section.
- Ask your child about why there are rules at home, school, and in the community.
- Go on walks and ask your child to point out landmarks (the library, the park, etc.) and other geographic features.
- Talk about family history and traditions and why honoring your past is important.
- Read social studies-related books (both fiction and non-fiction) every day.

Questions You Can Ask Your Child:

- What happens if you don't follow the rules at home? At school? In the community?
- What is the role of community leaders such as your school principal, a tribal leader, the mayor?
- How do you think life is different than when I was a child? How do you think life is the same?
- Which family tradition is your favorite? Why?
- How do maps help us? Why are maps important?

Questions You Can Ask Your Child's Teacher:

- What places can we visit in the community/state to help my child learn what is being taught in class?
- What books can we read to support my child's learning?
- Is my child curious about what they are learning?

1st Grade

Examples of What Your Child May Be Doing at School:

- Interacting with primary (material from the time period being studied) and secondary sources (information summarized from multiple sources).
- Comparing life in New Mexico in the past to today.
- Investigating how people work together to accomplish a common task.
- Examining decisions that people make about spending and saving money.
- Identifying the common symbols used on maps.
- Examining how groups of people believe different things and live in unique ways.

How to Help Your Child at Home:

- Encourage your child to ask questions. Children are naturally curious about the world and want to ask questions about the world in which they live. Help students figure out how to find answers to those questions.
- Read with your child everyday. Choose social studies-related books (both fiction and non-fiction). See book suggestions under the Additional Resources section.
- Visit New Mexico cultural institutions or learn about them through books. Talk to your child about how life in New Mexico is different than in the past.
- Provide examples of how you work together with others to accomplish a common goal.
- When you go shopping, talk to your child about how you make decisions about spending and saving.
- Show your child a map of the city or state and ask them to use the legend to identify important components of the map.
- Discuss why some people might believe different things and why that is what makes us all unique.

Questions You Can Ask Your Child:

- Why do you think understanding the past is important?
- Why do you believe everyone is a unique and diverse individual?
- How do you see friends and other community members solve problems? What can you learn from that?

Questions You Can Ask Your Child's Teacher:

- What places can we visit in the community/state to help my child learn what is being taught in class?
- What books can we read to support my child's learning?
- Is my child curious about what they are learning?

2nd Grade

Examples of What Your Child May Be Doing at School:

- Addressing how to impact local, regional, and/or global problems.
- Assessing how the contributions of diverse individuals have helped develop our national identity.
- Identifying and comparing diverse North American cultural groups of the past and today.
- Identifying the countries that make up North America.
- Describing ways we are similar and different from people who share identities and people who do not.
- Identify different types of jobs performed in their community.

How to Help Your Child at Home:

- Encourage your child to ask questions. Children are naturally curious about the world and want to ask questions about the world in which they live. Help students figure out how to find answers to those questions.
- Read with your child everyday. Choose social studies-related books (both fiction and non-fiction). See book suggestions under the Additional Resources section.
- Visit local museums, libraries and cultural institutions to explore how individuals and groups have shaped our national identity.
- Talk about ways your family is different from and similar to other families and how different groups can work together to solve community problems.
- Examine different jobs people in the community perform and why this is important.
- Examine maps and ask your child to identify the countries that make up North America.

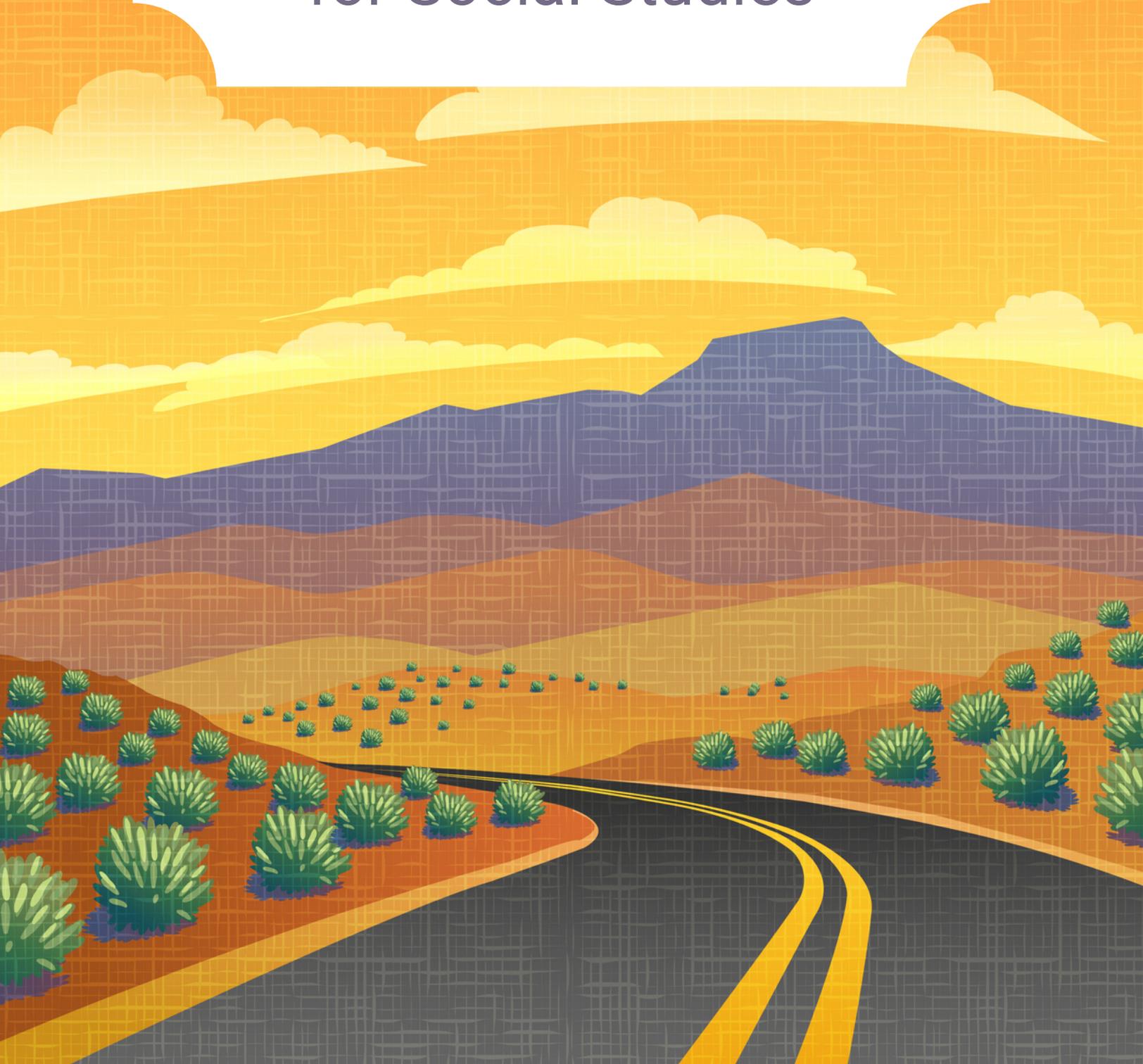
Questions You Can Ask Your Child:

- What makes you proud of your school and community? What can you do to show pride in your community? What problems do you see at school and in the community? How do you think you can address those problems?
- How are you similar to and different from your friends and their families? Why is it important to recognize and honor our unique cultural identities?
- How are the different jobs people have in the community helpful for the community as a whole?

Questions You Can Ask Your Child's Teacher:

- What places can we visit in the community/state to help my child learn what is being taught in class?
- What books can we read to support my child's learning?
- Is my child curious about what they are learning?
- Does my child feel secure and healthy in their identity?

3rd - 5th Grade
Parent and Family Guide
for Social Studies



3rd - 5th Grade Parent and Family Guide for Social Studies

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3rd Grade

Examples of What Your Child May Be Doing at School:

- Asking questions about how to be an active and responsible citizen in their school and community.
- Identifying reasons why people choose to or are forced to migrate or immigrate.
- Examining how world events have impacted local communities, New Mexico, and the United States.
- Identifying goods and how they are produced in various communities around the world.
- Describing physical and cultural characteristics of world regions.
- Identifying the actions of people who have worked to improve their communities.
- Examining ways people earn a living.

How to Help Your Child at Home:

- Encourage your child to ask questions about what it means to participate in their community and why it is important.
- Read with your child every day. Choose social studies-related books (both fiction and non-fiction) about topics they might be learning about this year such as regions around the world, being a responsible and active citizen, or examining how world or national events impact New Mexico. See book suggestions under the Additional Resources section.
- Examine goods you have in your own home and investigate where they were made.
- Read and learn about regions around the world. Ask your child to think about how they are alike and different from their own community.
- Share how your family and other families earn a living and meet their needs using what they earn.

Questions You Can Ask Your Child:

- Why is it important to be involved in your community? How can you make a difference in the community? What makes up a community?
- How do you think other parts of the world look different than where we live in New Mexico? Why?
- Why do you think people move or are forced to move? How do you think that makes them feel?
- What kinds of jobs do people in the community have? How do they earn a living through their job?

Questions You Can Ask Your Child's Teacher:

- What resources can I use to help my child learn about regions around the world?
- What books can we read to support my child's learning?
- Is my child asking good questions about what they are learning?

4th Grade

Examples of What Your Child May Be Doing at School:

- Generating their own questions about what they are learning.
- Examining rules and laws in New Mexico and how they keep people safe.
- Describing how different groups of people have settled in New Mexico and their contributions to the state.
- Investigating events and the changes in New Mexico during certain time periods.
- Explaining the use of natural resources in the local, county, and state economies.
- Using geographic tools to construct and interpret maps.
- Explaining connections among historical context and people's perspectives at the time.

How to Help Your Child at Home:

- Encourage your child to ask questions. Children are naturally curious about the world and want to ask questions about the world in which they live. Help students figure out how to find answers to those questions.
- Read with your child every day. Choose social studies books (both fiction and non-fiction) about the topics students might be learning about this year such as immigration, rules, laws, and New Mexico history. See book suggestions under the Additional Resources section.
- Visit a local fire station, police station, city hall, etc., and discuss why rules and laws are important for the community.
- Discuss how life in New Mexico is different today than in the past.
- Ask your child to draw a map of their house, the neighborhood, or their town, noting key landmarks.

Questions You Can Ask Your Child:

- Why do you think it is important to have rules and laws at home, in school, and in the community?
- How do you think life in New Mexico was different 50 years ago? 100 years ago? 500 years ago? Why?
- What kinds of natural resources does New Mexico have? How do they help the people of New Mexico?

Questions You Can Ask Your Child's Teacher:

- What resources can I use to help my child learn about New Mexico history?
- What books do you suggest to help support my child in what they are learning?
- Is my child asking good questions about what they are learning?

5th Grade

Examples of What Your Child May Be Doing at School:

- Thinking about how to address civic problems or issues.
- Identifying and explaining the structure and function of the three branches of government.
- Examining the history of the United States from a variety of perspectives.
- Analyzing the causes of the American Revolution and Civil War.
- Examining the role of economic scarcity.
- Demonstrating how the states are organized and the regions of the United States.
- Examining the treatment of groups of people in the past.
- Creating a way to keep track of money spent and saved.
- Thinking about systems of government from tribal nations, local, state, and the United States.

How to Help Your Child at Home:

- Examine problems in the community (trash in city parks, lack of access for people with disabilities, etc.) and discuss how students could help address those issues.
- Read with your child every day. Choose social studies-related books about the history of the United States and the structure and function of the government. See book suggestions under the Additional Resources section.
- Visit local museums, libraries, and cultural institutions to explore New Mexico's role in United States history.
- Study maps of the United States and play games to help students identify the states and regions of the country.
- Discuss the causes and effects of the American Revolution or Civil War and treatment of people impacted by those events.
- Discuss ways to keep track of the money you earn and save.

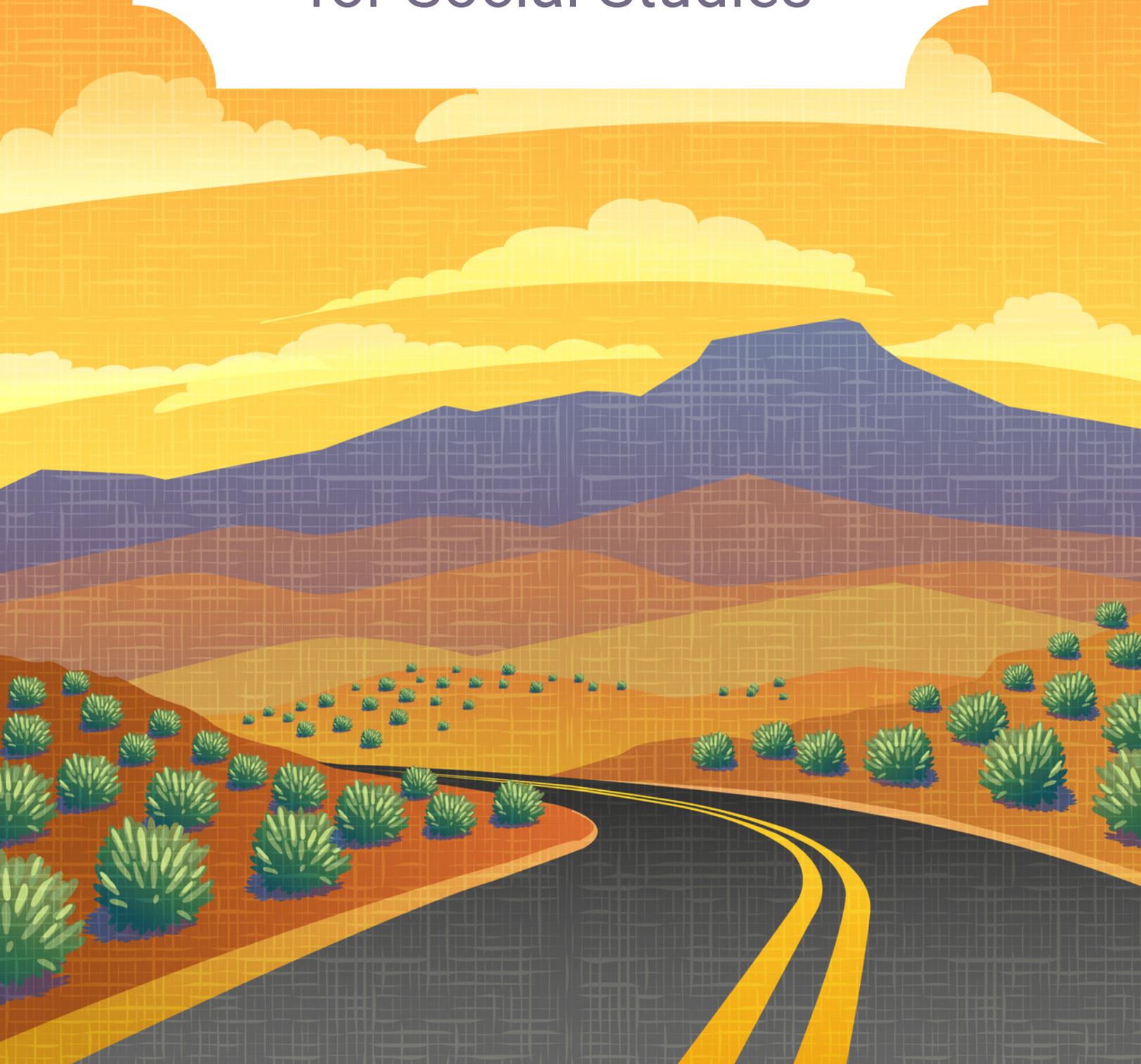
Questions You Can Ask Your Child:

- Why is it important to take action on issues you see in the community? How can it help people or the environment?
- Why do you think some people or groups of people weren't treated well in the past?
- Why is it important to keep track of the money you earn and save?
- Why is it important to know the states in the United States? How can knowing about the states help you better understand where you live?

Questions You Can Ask Your Child's Teacher:

- What maps can we use and/or games can we play to help my child learn the states and regions of the country?
- What books can we read to support my child's learning about the American Revolution or Civil War?
- Is my child curious about what they are learning?

6th - 8th Grade
Parent and Family Guide
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6th - 8th Grade Parent and Family Guide for Social Studies

Overview

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6th Grade

Examples of What Your Child May Be Doing at School:

- Learning to distinguish between a primary (material from the time period being studied) and secondary (information summarized from multiple sources) source and using those sources to analyze conflicting and diverse points of view on a topic.
- Creating and using maps, globes, and graphs to gather, analyze, and report geographic information.
- Analyzing the economic impact that surpluses of food and goods had on the growth of civilizations.
- Evaluating the lasting impact of philosophy, art, sciences, and technology of Classical Greece, Rome, India, and China.
- Analyzing how external factors might influence spending decisions for different individuals and households.

How to Help Your Child at Home:

- Ask your child what (primary and/or secondary) they are reading and analyzing at school. Primary sources are those original sources from the time period being studied while secondary sources are a summary of multiple sources.
- Read with your child or encourage them to read every day. Help them choose social studies-related books (both fiction and non-fiction) about topics they might be learning about this year such as the growth of civilizations, the “Black Death,” feudalism, and the Agricultural Revolution. See book suggestions under the Additional Resources section.
- Discuss current events and how external factors (gas or food prices, wars, COVID, etc.) might impact spending decisions for individuals or families.
- Ask your child to discuss what they’ve learned about the growth of civilizations in ancient world history.

Questions You Can Ask Your Child:

- What have you learned by looking at primary and secondary sources about the topic you are learning? Do you like analyzing sources?
- Why do you think civilizations started to grow once there was extra food and goods?
- Where do you see examples of the influence of classical civilizations (Greece, Rome, India, China) in the United States? Examples might include the current U.S. system of government, architecture of many government buildings, etc.

Questions You Can Ask Your Child’s Teacher:

- What resources can I use to help my child learn more about the content they are learning?
- What books can we read to support my child’s learning?
- Is my child curious about what they are learning?

7th Grade

Examples of What Your Child May Be Doing at School:

- Examining the relationships between stereotypes, bias, and group identity.
- Learning about and engaging in positive civic behaviors to make decisions and take action in classrooms, schools, and communities.
- Explaining the role of political decision-making processes at the tribal, state, and local levels of government.
- Examining the physical and human characteristics of New Mexico using the five themes of geography. The five themes of geography are location, place, region, movement, and human-environment interaction.
- Discussing the patterns of migration of early people in New Mexico and the Southwest region.
- Connecting cultural adaptations of the Ancestral Pueblo, Apache, and Diné people to today.
- Exploring the interactions between the Spaniards and Indigenous people.

How to Help Your Child at Home:

- Talk about the dangers of stereotyping and bias in society today.
- Read with your child or encourage them to read every day. Help them choose social studies-related books (both fiction and non-fiction) about topics they might be learning about this year such as tribal, state, and local decision-making processes, the Age of Exploration, Indigenous communities in New Mexico, addressing identity and stereotyping, etc. See book suggestions under the Additional Resources section.
- Discuss how life in New Mexico is different today than in the past.

Questions You Can Ask Your Child:

- Why is it important to confront stereotypes and biases we see in society? Why is it important to value all people even if they have different beliefs than you?
- How do you think life in New Mexico was different 50 years ago? 100 years ago? 500 years ago? Why?
- How did interaction between the Spaniards and Indigenous people in the past impact New Mexico today?

Questions You Can Ask Your Child's Teacher:

- What resources can I use to help my child learn about New Mexico history and other topics they are learning?
- What books do you suggest to help support my child in what they are learning?
- Is my child asking good questions about what they are learning?

8th Grade

Examples of What Your Child May be Doing at School:

- Making connections between current events, historical materials, and personal experience.
- Engaging in discussion, debate, or academic conversation analyzing multiple viewpoints on public issues.
- Describing the role of community members in ensuring the long-term survival of their community.
- Examining the impact of colonization. Colonization is the process of establishing foreign control over target locations or peoples for the purposes of taking that place over and settling there.
- Describing the impact of slavery on African populations in Africa and the Americas.
- Analyzing the impact of the American Revolution and the foundation of the republic.
- Analyzing the causes and consequences of the Civil War.

How to Help Your Child at Home:

- Ask about current events and how they might connect to what students are learning.
- Encourage your child to read every day. Help them choose social studies-related books (both fiction and non-fiction) about topics they might be learning about this year such as the American Revolution, slavery, the impact of colonization, and the Civil War. See book suggestions under the Additional Resources section.
- Visit local museums, libraries, and cultural institutions to explore New Mexico's role in United States history.
- Discuss the causes and effects of the American Revolution or Civil War and treatment of all people impacted by those events.

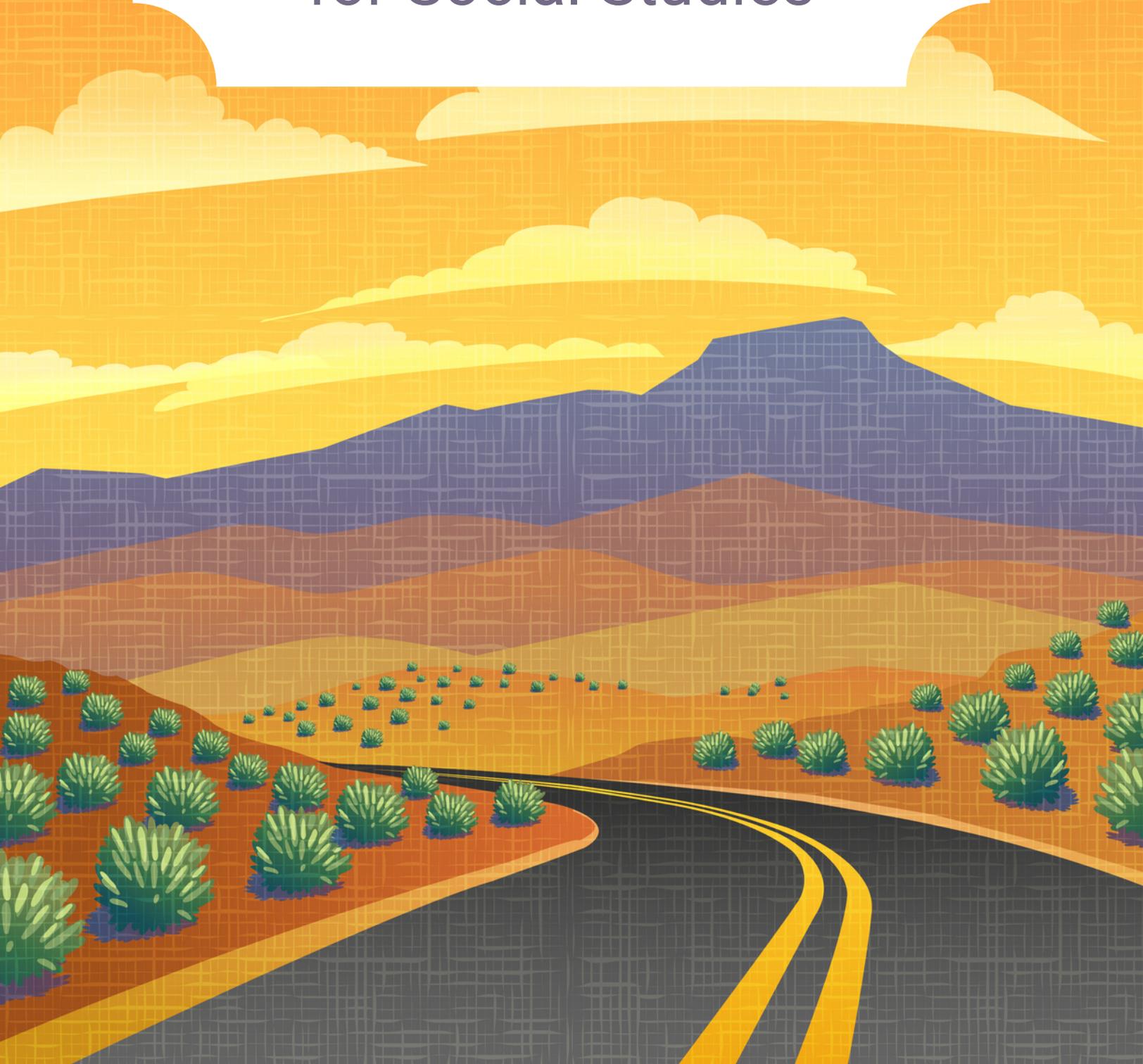
Questions You Can Ask Your Child:

- What is the connection between current events and what you are learning in school?
- What is the long-term impact of colonization, the American Revolution, the Civil War, etc. on the United States?
- Where do you see examples of the U.S. Constitution in action?

Questions You Can Ask Your Child's Teacher:

- What resources can I use to support my child in what they are learning?
- What books can my child read to support their learning?
- Is my child curious about what they are learning?

9th - 12th Grade
Parent and Family Guide
for Social Studies



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Overview

Purpose

The Parent and Family Guide for Social Studies is meant to help parents and families become familiar with the purpose of academic standards, provide information about the key ideas and skills teachers will introduce in social studies, and help you support your child at home in their own learning. It is also intended to help parents and families understand how they can work with schools and teachers to support the learning of their child. We know when teachers and families work together, students are more likely to be successful in the school setting and be set up for success throughout their school experience. A partnership that respects cultures, traditions, languages, values, and beliefs helps foster a barrier-free school community where every student experiences a sense of belonging.

Each guide includes the following at each grade level:

- Examples of what your child may be doing at school.
- How to help your child at home.
- Questions you can ask your child.
- Questions you can ask your child's teacher.

Why Are Academic Standards Important?

Academic standards outline what students should know and be able to do in a given content area. They are critical for the success of all students and help ensure that all students, no matter where they live or what school they attend, have the necessary academic skills for success in college, career, and civic life. They provide consistent expectations for students across the state. However, state standards are not curriculum. Curricular decisions are made at the local level by local school districts or charter schools and teachers.

About the Social Studies Standards

The social studies standards include six strands: (1) civics; (2) economics/personal financial literacy; (3) geography; (4) history; (5) ethnic, cultural, and identity studies; and (6) inquiry. The strands are organized by anchor standard. Anchor standards are the core ideas, at the heart of a discipline, to be implemented across a K–12 social studies program. Anchor standards remain the same through all grades and courses. Each set of grade-level standards begins with a set of inquiry standards. The inquiry standards define key skills within social studies. These standards are meant to be used in concert with the content standards throughout the grade level/course.

Both the inquiry and ethnic, cultural, and identity strands are new to the social studies standards, however, they are both core components of quality social studies instruction. Social studies is the study of people and society. The inclusion of ECI supports a richer study of the impact of individuals and groups and why their contributions matter, whereas the addition of an inquiry strand represents the key social studies skills students need in order to effectively learn and process the rich content within the discipline.

K-12 Anchor Standards

Civics	Economics/ Personal Financial Literacy	Geography	History	Ethnic, Cultural, and Identity Studies	Inquiry
Anchor 1 Civic and Political Institutions	Anchor Standard 5 Economic Decision Making	Anchor Standard 11 Geographic Representations and Reasoning	Anchor Standard 15 Historical Change, Continuity, Context, and Reconciliation	Anchor Standard 20 Diversity and Identity	Anchor Standard 23 Construct Compelling and Supporting Questions
Anchor 2 Processes, Rules, and Laws	Anchor Standard 6 Incentives and Choices	Anchor Standard 12 Location, Place, and Region	Anchor Standard 16 Cause and Consequence	Anchor Standard 21 Identity in History	Anchor Standard 24 Gather and Evaluate Sources
Anchor 3 Civic Dispositions and Democratic Principles	Anchor Standard 7 Economic Systems and Models	Anchor Standard 13 Movement, Population, and Systems	Anchor Standard 17 Historical Thinking	Anchor Standard 22 Community Equity Building	Anchor Standard 25 Develop Claims
	Anchor Standard 8 Money and Markets		Anchor Standard 18 Critical Consciousness and Perspectives		Anchor Standard 26 Communicate and Critique Conclusions
Anchor 4 Roles and Responsibilities in a Civic Life	Anchor Standard 9 Global Economy	Anchor Standard 14 Human- Environmental Interactions and Sustainability	Anchor Standard 19 Power Dynamics, Leadership, and Agency		Anchor Standard 27 Take Informed Action
	Anchor Standard 10 Personal Financial Literacy				

What the NMPED Is Doing to Support the Standards

Implementation of new standards is a process. The NMPED is providing a suite of tools and resources in order to support teachers in using the standards. First, several professional development modules will be available to support teachers throughout the next few years. These range from modules about the key instructional shifts of the standards to understanding culturally and linguistically responsive instruction. This includes professional learning to help prepare teachers to engage students in discourse about critical issues in the past and present. These skills are important to help prepare students to participate in our pluralistic democracy.

The NMPED Literacy and Humanities Bureau is creating these guides in conjunction with the Community Engagement Bureau in order to ensure the standards are accessible to families in New Mexico so all students can learn at high levels.

Additional Resources

- [New Mexico Social Studies Standards](#)
- [Glossary](#)
- [Frequently Asked Questions](#)
- [New Mexico Parent Guide](#)
- [Community Engagement Website](#)
- Book Lists
 - ◆ [Responsive Reads](#)
 - ◆ [Social Justice Books](#)
 - ◆ [We are Kid Lit Collective](#)
 - ◆ [Diverse Book Finder](#)

Civics

Examples of What Your Child May Be Doing at School:

- Learning about the powers and responsibilities of local, state, Indigenous, national, and international civic and political institutions.
- Analyzing the U.S. Constitution and its founding principles.
- Reading founding documents and analyzing their impact on national unity over time.
- Analyzing multiple perspectives about current events and policy issues.
- Taking informed action to improve the community.

How to Help Your Child at Home:

- Encourage them to read the newspaper and/or watch the news. Have a conversation about current issues.
- Encourage them to attend meetings such as the local school board, city council, legislative hearings, etc. Discuss what they learned.
- Discuss issues they want to impact in the community (homelessness, better recycling, voter turnout, etc.) and strategize about how to impact those issues.

Questions You Can Ask Your Child:

- What have you learned about the difference between local, state, Indigenous, national, and international civic and political institutions?
- Why are the U.S. Constitution and Bill of Rights important to our democracy?
- What is the difference between the New Mexico state constitution and the U.S. Constitution? What do they have in common?
- What societal issues do you care about? How do you think you can impact that issue?
- What rights and responsibilities do you have as a member of your community? Why is it important to have rules and laws?

Questions You Can Ask Your Child's Teacher:

- What resources can I use to help my child learn more about the content they are learning?
- How can I have conversations with my child about current events?
- What civic issues is my child interested in?

Economics/Personal Financial Literacy

Examples of What Your Child May Be Doing at School:

- Thinking about economic concepts and systems and the interactions between consumers, business, government, and societies.
- Analyzing the production, distribution, and consumption of goods and services.
- Critiquing the inequalities that exist in economic systems.
- Explaining how current globalization trends and policies affect economic growth, labor, markets, rights of citizens, the environment, and resource and income distribution in different nations. Globalization is the process of interaction and integration among people, companies, and governments worldwide.
- Comparing the costs and benefits of saving, using credit, and or making certain types of financial investments.
- Preparing a budget or spending plan that depicts varying sources of income, a planned saving strategy, taxes, and other sources of fixed and variable spending.

How to Help Your Child at Home:

- Examine items from around your house and discuss where they were made. Discuss how globalization has impacted the goods and services we have available.
- Talk to your child about how you budget and any challenges you might face in doing so. Ask your child to prepare their own budget based on a pretend monthly budget. Talk through any challenges they encounter.
- Talk to your child about how you save, invest, or use credit and any challenges you've faced in doing so. Provide recommendations to your child about how they should think about saving, investing, and using credit.

Questions You Can Ask Your Child:

- How do you think globalization will impact you in the future?
- What are you worried about when thinking about your own financial future?
- How can you make positive choices now to ensure a successful financial future?

Questions You Can Ask Your Child's Teacher:

- What resources can I use to help my child learn more about the content they are learning?
- How can I have conversations with my child about financial issues?
- Do you think my child is well-prepared for a successful financial future? What can I do to better help in this area?

Geography

Examples of What Your Child May Be Doing at School:

- Applying geographic knowledge and geospatial skills (using data to understand a place) to interpret the past and present.
- Explaining the causes, characteristics, and impact of human movement (migration, population, immigration, emigration) and settlement patterns at local, national, and global scales.
- Evaluating the causes, characteristics, and impact of diffusion: the spread of ideas, religion, beliefs, cultural practices and traits, language, artifacts, methods, technologies, and diseases over time.
- Evaluating how economic globalization and the scarcity of resources contribute to conflict and cooperation within and among countries.

How to Help Your Child at Home:

- Examine old maps and more recent maps. Discuss what has changed and why maps might change over time.
- Examine cultural practices in your community and discuss why and how those practices may have spread from other areas.
- Discuss how the scarcity of resources might lead to conflict or cooperation among countries.

Questions You Can Ask Your Child:

- Why do you think there is a limited amount of resources in the world? What does that mean for the future?
- What are some examples of cultural diffusion?
- How can you use maps and other geographic tools (maps, GIS, data) to understand the past and present?

Questions You Can Ask Your Child's Teacher:

- What resources can I use to help my child learn more about the content they are learning?
- How can I help my child better learn about the geography of New Mexico?
- Do you think my child is curious about what they are learning?

New Mexico History

Examples of What Your Child May Be Doing at School:

- Dissecting the Treaty of Guadalupe Hidalgo and evaluating how the different people of New Mexico were impacted by the document.
- Defining sovereignty and distinguishing ways in which the different tribes in New Mexico conduct governmental affairs.
- Examining the development of the first atomic bomb and the dawn of the nuclear age in New Mexico.
- Analyzing the civil rights era in New Mexico.
- Analyzing the private and public industries that have impacted New Mexico's economy.

How to Help Your Child at Home:

- Go to historical sites in New Mexico or learn about them through books. Learn the stories of individuals who have impacted New Mexico history.
- Read through key documents in New Mexico history (Treaty of Guadalupe Hidalgo, New Mexico state constitution, etc.) and discuss the implications on New Mexico history as a whole.
- Discuss the importance of tribal sovereignty.
- Discuss how people in New Mexico fought for civil rights and how they are still advocating for justice today.

Questions You Can Ask Your Child:

- Why is it important to know and understand New Mexico history?
- What is an event or story in New Mexico history that resonates with you?

Questions You Can Ask Your Child's Teacher:

- What resources about New Mexico's history can I share with my child?
- What have they most struggled with learning?
- How can I support them in what they're learning?

U.S. History

Examples of What Your Child May Be Doing at School:

- Gathering relevant information from multiple sources (books, newspapers, government documents) representing a wide range of views and evaluating the credibility of those sources.
- Evaluating the short and long-term effects of the Civil War and Reconstruction.
- Examining the causes and consequences of the Industrial Revolution.
- Examining U.S. policies and practices related to imperialism. Imperialism is a policy of extending a country's power and influence through diplomacy or military force.
- Analyzing the causes and consequences of WWI, WWII, and the Cold War.
- Analyzing the origin, goals, and outcomes of civil rights groups and their influence on contemporary civil rights movements.
- Evaluating the role of the United States in contemporary global issues.

How to Help Your Child at Home:

- Discuss why understanding the past is important for understanding the present and planning for the future.
- Discuss current events and see if your child can see any connections to topics they've learned in U.S. history.
- Encourage your child to read books (fiction or nonfiction) about topics in U.S. history. Discuss what they learned and what questions they still have. See book suggestions under the Additional Resources section.
- Go to historic sites or cultural centers in New Mexico or learn about them through books. Discuss the connections between New Mexico history and broader U.S. history.

Questions You Can Ask Your Child:

- What is an event or story in U.S. history that resonates with you? What do you want to learn more about?
- What questions do you still have about what you've learned?
- What stories or information do you feel have been left out of what you've learned?

Questions You Can Ask Your Child's Teacher:

- What resources about U.S. history can I share with my child?
- What have they most struggled with learning?
- How can I support them in what they're learning?

World History

Examples of What Your Child May Be Doing at School:

- Analyzing how national and global economic trends and policies impact the state and local economies in New Mexico.
- Evaluating the methods people use to create, change, expand, or oppose systems of power and authority and why they would do so.
- Identifying contemporary global issues that influence or are influenced by New Mexicans.
- Analyzing the role colonization and assimilation play in the evolution of cultural, ethnic, racial, and religious identities and language.
- Examining historical events from the perspectives of diverse groups.

How to Help Your Child at Home:

- Discuss current global issues and ask your child to think about how they can impact those issues.
- Read about how New Mexicans have influenced current global issues and the strategies they used to make a difference.
- Discuss how people have created, changed, expanded, or opposed systems of power and authority throughout world history.
- Discuss various historical events from the perspectives of diverse individuals or groups.

Questions You Can Ask Your Child:

- How do you think you can impact an issue you care about?
- Why is it important to examine multiple perspectives when learning about historical events?
- How and why have people worked throughout history to oppose systems of power and authority? How has this impacted world history?

Questions You Can Ask Your Child's Teacher:

- What resources about world history can I share with my child?
- What have they most struggled with learning?
- How can I support them in what they're learning?

Ethnic, Cultural, and Identity Studies

Examples of What Your Child May Be Doing at School:

- Recognizing and valuing their group identity without perceiving or treating others as inferior.
- Comparing and contrasting the various origins (Indigenous, forced, voluntary) of identity groups in the United States.
- Evaluating the role of social constructs in the structures and functions of 21st-century U.S. society.

How to Help Your Child at Home:

- Discuss how social studies is the study of people and society and why understanding identity and multiple perspectives is an important part of understanding our collective story as a community, state, and nation.
- Discuss the importance of understanding your own identity and perspective without perceiving other identities and perspectives as inferior.
- Discuss why recognizing other identities is important in order to understand various perspectives throughout history.

Questions You Can Ask Your Child:

- Why is recognizing all people have various identities important?
- How can ethnic, cultural, and identity studies help us understand and value the diverse perspectives of all people?
- What do you want to learn more about? What questions do you still have?

Questions You Can Ask Your Child's Teacher:

- What resources about ethnic, cultural, and identity studies can I share with my child?
- What have they most struggled with learning?
- How can I support them in what they're learning?