

NM Learning Standards Alignment: GNGP Activities

Each story is primarily about one of three possible options:

1. Humans and How They Relate to the Environment
2. Humans and How they Relate to Other People
3. Humans and how They Relate to Other Living Things

1. Humans and How They Relate to the Environment

Inquiry	<p>6.14. Create maps, charts, infographics, or digital media that communicate research findings or other significant information.</p> <p>6.11. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>7.6. Use a coherent system or structure to evaluate the credibility of a source by determining its relevance and intended use.</p> <p>7.8. Make connections between current events, historical materials, and personal experience</p> <p>7.10. Engage in academic discussions analyzing multiple viewpoints on public issues.</p> <p>7.13. Engage in positive civic behaviors to make decisions and take action in classrooms, schools, and communities.</p> <p>8.1. Develop compelling questions about a relevant topic of interest.</p> <p>8.8. Formulate a claim based on evidence from primary and secondary sources in response to a question.</p> <p>8.9. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>8.15. Develop informational texts, including analyses of historical and current events.</p> <p>Conduct a research project to answer a self-generated question of historical significance and apply problem-solving skills to historical research.</p> <p>Explain the challenges and opportunities people face when taking action to address problems, including predicting possible results.</p> <p>8.23. Synthesize historical and local knowledge to take age-appropriate action toward mending, healing, and transforming the future.</p> <p>9-12.Econ.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>9-12.Econ.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.</p>
Economics/Personal Financial Literacy	<p>9-12.Econ.14. Gather and evaluate sources to explain the relationship between economic decisions and environmental consequences.</p>
Civic Dispositions and Democratic Principles.	<p>7.28. Describe the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities</p> <p>8.26 Describe the role of community members in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.</p>
Geography	<p>6.17. Create and use maps, globes, and graphs to gather, analyze, and report geographic information.</p> <p>6.27. Describe how the local environment impacts cultures and technology.</p> <p>6.28. Describe how people impact the local environment.</p> <p>7.19. Describe how environmental factors affect human activities and resource use.</p> <p>9-12.Geo.27. Develop reasoned ethical judgments about people, places, events, phenomena, Environmental ideas, or developments, and determine appropriate ways to respond.</p> <p>9-12.Geo.30. Assess the reciprocal relationship between the physical environment and culture within local, national, and global scales.</p> <p>9-12.Geo.33. Assess how social, economic, political, and environmental developments at global, national, regional and local levels affect the sustainability of modern and traditional cultures.</p>
Ethnic Cultural	<p>6.19. Identify how differences and similarities between diverse groups impact perspectives.</p>

and Identity Studies	
English Language Arts Standards » Speaking & Listening	<p>CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>CCSS.ELA-LITERACY.SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>CCSS.ELA-LITERACY.SL.9-10.1.B Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CCSS.ELA-LITERACY.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>

NM Social Studies Standards addressed in this GNGP lesson

2. Humans and How they Relate to Other People

Inquiry	<p>6.14. Create maps, charts, infographics, or digital media that communicate research findings or other significant information.</p> <p>6.11. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>6.15. Describe the many facets of student identity (including family history and culture) and how they are connected to the history and culture of other people.</p> <p>7.6. Use a coherent system or structure to evaluate the credibility of a source by determining its relevance and intended use.</p> <p>7.8. Make connections between current events, historical materials, and personal experience</p> <p>7.10. Engage in academic discussions analyzing multiple viewpoints on public issues.</p> <p>7.11. Examine the relationship between stereotypes, bias, and group identity.</p> <p>7.13. Engage in positive civic behaviors to make decisions and take action in classrooms, schools, and communities.</p> <p>8.1. Develop compelling questions about a relevant topic of interest.</p> <p>9-12.Econ.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>9-12.Econ.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.</p>
Economics/Personal Financial Literacy	<p>9-12.Econ.14. Gather and evaluate sources to explain the relationship between economic decisions and environmental consequences.</p>
Civic Dispositions and Democratic Principles.	<p>7.28. Describe the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.</p> <p>8.26 Describe the role of community members in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.</p>
Geography	<p>6.17. Create and use maps, globes, and graphs to gather, analyze, and report geographic information.</p> <p>7.19. Describe how environmental factors affect human activities and resource use.</p> <p>9-12.Geo.27. Develop reasoned ethical judgments about people, places, events, phenomena, Environmental ideas, or developments, and determine appropriate ways to respond.</p> <p>9-12.Geo.30. Assess the reciprocal relationship between the physical environment and culture within local, national, and global scales.</p>

	9-12.Geo.33. Assess how social, economic, political, and environmental developments at global, national, regional and local levels affect the sustainability of modern and traditional cultures.
Ethnic Cultural and Identity Studies	6.19. Identify how differences and similarities between diverse groups impact perspectives 7.22. Evaluate how society's responses to different social identities lead to access and barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry. 8.45. Discuss how the exchanges of resources and culture across civilizations led to the emergence of a global society 8.62. Describe the influence of diverse ideologies on politics, society, and culture in early U.S. history.
English Language Arts Standards » Speaking & Listening	CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. CCSS.ELA-LITERACY.SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. CCSS.ELA-LITERACY.SL.9-10.1.B Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. CCSS.ELA-LITERACY.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

NM Social Studies Standards addressed in this GNGP lesson

3. Humans and how They Relate to Other Living Things

Inquiry	6.14. Create maps, charts, infographics, or digital media that communicate research findings or other significant information. 6.11. Cite specific textual evidence to support analysis of primary and secondary sources. 8.1. Develop compelling questions about a relevant topic of interest. 8.8. Formulate a claim based on evidence from primary and secondary sources in response to a question. 8.9. Cite specific textual evidence to support analysis of primary and secondary sources. 9-12.Econ.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. 9-12.Econ.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.
Economics/Personal Financial Literacy	9-12.Econ.14. Gather and evaluate sources to explain the relationship between economic decisions and environmental consequences.
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Geography	6.17. Create and use maps, globes, and graphs to gather, analyze, and report geographic information. 6.27. Describe how the local environment impacts cultures and technology. 6.28. Describe how people impact the local environment. 7.19. Describe how environmental factors affect human activities and resource use.

	<p>9-12.Geo.27. Develop reasoned ethical judgments about people, places, events, phenomena, Environmental ideas, or developments, and determine appropriate ways to respond.</p> <p>9-12.Geo.30. Assess the reciprocal relationship between the physical environment and culture within local, national, and global scales.</p> <p>9-12.Geo.33. Assess how social, economic, political, and environmental developments at global, national, regional and local levels affect the sustainability of modern and traditional cultures.</p>
<p>Ethnic Cultural and Identity Studies</p>	<p>6.19. Identify how differences and similarities between diverse groups impact perspectives.</p>
<p>English Language Arts Standards » Speaking & Listening</p>	<p>CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>CCSS.ELA-LITERACY.SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>CCSS.ELA-LITERACY.SL.9-10.1.B Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CCSS.ELA-LITERACY.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>