
New Mexico 6 Social Studies

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	New Mexico
Grade	6 (Middle)
Subject	Social Studies
Course category	Core
Standards family	Social Studies
Framework	New Mexico Social Studies Standards
Issuing agency	New Mexico Public Education Department
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Family History, Culture and the Larger Story

Unit 3: Identity, Perspective and the Earth · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How does your own identity connect to history?
Standards	Nm6 Identity And History -> 6.15 Inquiry 27. Take Informed Action — 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. 6.20 Ethnic, Cultural, and Identity Studies 21. Identity in History — Demonstrate relationships between personal events and historical events.
Learning target	"I can describe facets of my identity and connect them to historical developments."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will describe the many facets of student identity, including family history and culture, and how they are connected to history.
- Students will demonstrate relationships between personal events and historical events.

Success criteria (student-friendly)

- "I describe several facets of my own identity."
- "I place a personal or family event on a historical timeline."
- "I explain how a larger development touched my family or community."

Academic vocabulary

identity, heritage, generation, timeline, connection

Materials and technology

- Family history frames
- Timeline materials
- Social studies notebooks
- Chart paper
- Class devices

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.

Support area	This week's plan
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

A personal timeline set against a historical one, with one connection explained.

Family communication

Ask someone at home about the oldest family story they know.

Day 41 — Many Facets

Week 9, Day 1 • Unit 3 • Standards: 6.15, 6.20

Focus	The standard's word.
Learning target	"I can describe facets of my identity and connect them to historical developments."
Vocabulary in use	identity, heritage, generation
Local date	_____

Learning sequence

Family, language, place, faith, work, interests, community. Identity is not one label, and students choose what to share.

Check for understanding

Student describes several facets of their own identity.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Family History

Week 9, Day 2 · Unit 3 · Standards: 6.15, 6.20

Focus	The named facet.
Learning target	"I can describe facets of my identity and connect them to historical developments."
Vocabulary in use	identity, heritage, generation
Local date	_____

Learning sequence

Where a family has lived and moved. Some students will know a great deal and some very little; both are handled with care and neither is required.

Check for understanding

Student records something about their family or community history.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — This Place Has Deep History

Week 9, Day 3 · Unit 3 · Standards: 6.15, 6.20

Focus	The local anchor.
Learning target	"I can describe facets of my identity and connect them to historical developments."
Vocabulary in use	identity, heritage, generation
Local date	_____

Learning sequence

New Mexico holds Pueblo communities occupied for many centuries, Hispano settlement older than the United States, and tribal nations governing today. Deep history is local here.

Check for understanding

Student describes a long-standing community in this state.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Two Timelines

Week 9, Day 4 · Unit 3 · Standards: 6.15, 6.20

Focus	6.20.
Learning target	"I can describe facets of my identity and connect them to historical developments."
Vocabulary in use	identity, heritage, generation
Local date	_____

Learning sequence

Personal events on one line, historical events on another, aligned. The relationship becomes visible rather than asserted.

Check for understanding

Student places personal events against historical ones.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Where They Touch

Week 9, Day 5 · Unit 3 · Standards: 6.15, 6.20

Focus	The connection.
Learning target	"I can describe facets of my identity and connect them to historical developments."
Vocabulary in use	identity, heritage, generation
Local date	_____

Learning sequence

A migration, a war, a law or an economic change that reached a family. Students explain one connection.

Check for understanding

Student explains how a historical development touched a family or community.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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Source citation

New Mexico Public Education Department. New Mexico Social Studies Standards. Written by New Mexico. Kindergarten through grade 8 number the performance standards sequentially within the grade (K.1, 8.105) and carry the discipline in the anchor standard rather than the code; high school uses a band-and-course code (9-12.Civ.1, 9-12.NMH.18). New Mexico history is a course in its own right. Retrieved 2026-07-27 from <https://web.ped.nm.gov/wp-content/uploads/2025/01/NM-Standards-508.pdf>