

# New Mexico K 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            | K (Early Childhood)                                       |
| 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 — Symbols Stand for Something

### Unit 3: Symbols We Share · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                     |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What is a symbol?                                                                                                                                                                                                                   |
| Standards          | <b>Symbols, Customs and Celebrations -&gt; K.19 Geography 12. Location, Place, and Region</b><br>— Recognize and identify signs and symbols around their town and community including the locations of places, people, and objects. |
| Learning target    | "I know a symbol stands for something."                                                                                                                                                                                             |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                     |

#### Measurable objectives

- Students will explain that a symbol stands for something else.
- Students will identify symbols in their own environment.

#### Success criteria (student-friendly)

- "I find a symbol."
- "I say what it stands for."
- "I explain why it is used."

#### Academic vocabulary

symbol, stand for, represent, sign, meaning

#### Materials and technology

- Everyday symbol cards
- Road and safety signs
- Chart paper
- Drawing materials
- School emblem

#### 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. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 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**

Check: child identifies a symbol and states its meaning.

**Family communication**

Point out a sign on the way home and ask what it means.

## Day 41 — Signs We Already Know

### Week 9, Day 1 · Unit 3 · Standards: K.19

|                   |                                         |
|-------------------|-----------------------------------------|
| Focus             | Everyday symbols.                       |
| Learning target   | "I know a symbol stands for something." |
| Vocabulary in use | symbol, stand for, represent            |
| Local date        | _____                                   |

### Learning sequence

Connect: teacher shows a familiar sign. Explore: children identify signs. Discuss: how do you know what it means? Apply: sign chart. Close: chart posted.

### Check for understanding

Student states what a common sign means.

### 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 — Why Use a Picture Instead of Words?

Week 9, Day 2 • Unit 3 • Standards: K.19

|                   |                                         |
|-------------------|-----------------------------------------|
| Focus             | The purpose of symbols.                 |
| Learning target   | "I know a symbol stands for something." |
| Vocabulary in use | symbol, stand for, represent            |
| Local date        | _____                                   |

### Learning sequence

Connect: sign chart. Explore: children compare a sign and a sentence. Discuss: which is faster? Apply: reasons listed. Close: purpose named.

### Check for understanding

Student explains why a symbol is used instead of words.

### 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 — Our School's Symbol

### Week 9, Day 3 · Unit 3 · Standards: K.19

|                   |                                         |
|-------------------|-----------------------------------------|
| Focus             | Group identity symbols.                 |
| Learning target   | "I know a symbol stands for something." |
| Vocabulary in use | symbol, stand for, represent            |
| Local date        | _____                                   |

### Learning sequence

Connect: purpose. Explore: children examine the school emblem. Discuss: what does it say about us? Apply: emblem discussed. Close: link to class emblem.

### Check for understanding

Student explains what the school emblem represents.

### 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 — Designing a Symbol

### Week 9, Day 4 · Unit 3 · Standards: K.19

|                   |                                         |
|-------------------|-----------------------------------------|
| Focus             | Creating a symbol.                      |
| Learning target   | "I know a symbol stands for something." |
| Vocabulary in use | symbol, stand for, represent            |
| Local date        | _____                                   |

### Learning sequence

Connect: school emblem. Explore: children design a symbol for their class or family. Discuss: why that image?  
Apply: symbols drawn. Close: gallery.

### Check for understanding

Student designs a symbol and explains what it stands for.

### 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 — Symbols All Around Us

Week 9, Day 5 · Unit 3 · Standards: K.19

|                   |                                         |
|-------------------|-----------------------------------------|
| Focus             | Symbol hunt.                            |
| Learning target   | "I know a symbol stands for something." |
| Vocabulary in use | symbol, stand for, represent            |
| Local date        | _____                                   |

### Learning sequence

Connect: designed symbols. Explore: children hunt for symbols around school. Discuss: which were hardest? Apply: hunt sheet. Close: findings charted.

### Check for understanding

Student finds a symbol in the school and states its meaning.

### 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

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- 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.
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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>