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Instructional Material Bureau

Summer 2010 Adoption Review Institute

Form F: *Publisher Alignment Form & Review Scoring Rubric*

7th GRADE Social Studies

Publisher information and instructions:

Publisher:	**Submitted by (name) :**
E-mail:	**Phone:**
Title of Student Edition:	**ISBN:**
Title of Teacher Edition:	**ISBN:**

Alignment contact information:

Completed by (name):	**E-mail:**
Phone:	**Date:**

SECTION I (CONTENT STANDARDS) CITATION REQUIREMENTS AND SCORING

A. Enter three (3) citations (one in each cell) for each indicator; enter the page number and the paragraph.
   a. Example: [123-5] would refer the reviewer to Page 123, paragraph 5 to find the evidence of the indicator.

B. Citations for "Content Standards, Benchmarks & Performance Standards" must refer to the Student Edition.

C. Citations for "Other Relevant Criteria" must refer to the Teacher Edition.

D. Each citation must address an increasing level of cognition:
   a. Citation 1: Cites material that provides **an introduction** to the content at the **basic knowledge level**.
   b. Citation 2: Cites material that **builds on prior knowledge/skills** at the **recall, comprehension and application** level.
   c. Citation 3: Cites material that builds on prior knowledge/skills **and integrates content to meet the standard at the analysis, synthesis, or evaluation levels**.

E. At least two citations must be found satisfactory by the Review Team to meet the requirements of the standard. Scoring will be as follows:
   a. Satisfactory citations at the "Basic Knowledge" level only, or no valid citations, score zero (0) points.
   b. Satisfactory citations at both the "Basic Knowledge" and "Application" level score a total of six (6) points.
   c. Satisfactory citations at all three levels score a total of ten (10) points.

SEE THE BEGINNING OF SECTION II FOR REQUIREMENTS AND SCORING OF "OTHER RELEVANT CRITERIA" CITATIONS

Instructional Material Bureau

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THIS PAGE FOR REVIEW INSTITUTE STAFF

FACILITATOR USE ONLY

FINAL SCORE VERIFICATION (TO BE COMPLETED BY THE FACILITATOR)		
	Verified: **90% or Higher**	**Facilitator Signature**
	Verified: **89% or Lower**	**Facilitator Signature**

Reviewer:	Date:	Facilitator:

REVIEWER INSTRUCTIONS

REVIEWER: USE THE STUDENT EDITION (SE) TO CONDUCT THIS PORTION OF THE REVIEW

Mark only one cell in each row under the appropriate column. Every **unshaded** row must be scored. Scoring must follow these criteria:

1. Citations that you verify at the "Basic Knowledge" level only, or no valid citations, score zero (0) points.
2. Citations that you verify at both the "Basic Knowledge" and "Application" level score a total of six (6) points.
3. Citations that you verify at all three levels score a total of ten (10) points.

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Enter the total number of points in the "YES" column in the **Column Totals** boxes at the top of each page.

POINTS	COLUMN	DEFINITION
0	(NO)	Citations did not meet the requirements of the standard for at least two levels.
6	(YES)	Citations met the requirements of the standard at two of the levels.
10	(YES)	Citations met the requirements of the standard at all three levels.

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SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWERS' PAGE TOTALS➔➔➔➔➔				NO (0) ↓	Item Count	YES (6, 10) ↓
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
I. **HISTORY** **STUDENTS ARE ABLE TO IDENTIFY IMPORTANT PEOPLE AND EVENTS IN ORDER TO ANALYZE SIGNIFICANT PATTERNS, RELATIONSHIPS, THEMES, IDEAS, BELIEFS, AND TURNING POINTS IN NEW MEXICO, UNITED STATES, AND WORLD HISTORY IN ORDER TO UNDERSTAND THE COMPLEXITY OF THE HUMAN EXPERIENCE.**						
I-A. **New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.**						
I-A(1). Compare and contrast the contributions of the civilizations of the Western Hemisphere (e.g., Aztecs, Mayas, Toltecs, Mound Builders) with the early civilizations of the Eastern Hemisphere (e.g., Sumerians, Babylonians, Hebrews, Egyptians) and their impact upon societies, to include:						
I-A(1)a. effect on world economies and trade					1	
I-A(1)b. roles of people, class structures, language					2	
I-A(1)c. religious traditions and forms of government					3	
I-A(1)d. cultural and scientific contributions (e.g., advances in astronomy, mathematics, agriculture, architecture, artistic and oral traditions, development of writing systems and calendars).					4	
I-A(2). Describe the characteristics of other indigenous peoples that had an affect upon New Mexico's development (e.g., pueblo farmers, great plains horse culture, nomadic bands, noting their development of tools, trading routes, adaptation to environments, social structure, domestication of plants, and animals).					5	
I-A(3). Explain the significance of trails and trade routes within the region (e.g., Spanish Trail, Camino Real, Santa Fe Trail).					6	
I-A(4). Describe how important individuals, groups, and events impacted the development of New Mexico from 16th					7	

SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWERS' PAGE TOTALS➔➔➔➔➔				NO (0) ↓	Item Count	YES (6, 10) ↓
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
century to the present (e.g., Don Juan de Oñate, Don Diego deVargas, Pueblo Revolt, Popé, 1837 Revolt, 1848 Rebellion, Treaty of Guadalupe Hildago, William Becknell and the Santa Fe Trail, Buffalo Soldiers, Lincoln County War, Navajo Long Walk, Theodore Roosevelt and the Rough Riders, Robert Goddard, J. Robert Oppenhiemer, Smokey Bear, Dennis Chavez, Manuel Lujan, Manhattan Project, Harrison Schmitt, Albuquerque International Balloon Fiesta).						
I-A(5). Explain how New Mexicans have adapted to their physical environments to meet their needs over time (e.g., living in the desert, control over water resources, pueblo structure, highway system, use of natural resources).					8	
I-A(6). Explain the impact of New Mexico on the development of the American West up to the present, to include:						
I-A(6)a. availability of land (e.g., individuals, governments, railroads, tribal)					9	
I-A(6)b. government land grants/treaties					10	
I-A(6)c. transportation (e.g., wagons, railroads, automobile)					11	
I-A(6)d. identification and use of natural and human resources					12	
I-A(6)e. population growth and economic patterns					13	
I-A(6)f. cultural interactions among indigenous and arriving populations and the resulting changes.					14	
I-B. **United States: Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.**						
I-B(1). Analyze United States political policies on expansion of the United States into the Southwest (e.g., Mexican Cession, Gadsden Purchase, broken treaties, Long Walk of the Navajos).					15	
I-C. **World: Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration.**						

SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
I-C(1). Compare and contrast the influence of Spain on the Western Hemisphere from colonization to the present.					16	
I-D. **Skills: Research historical events and people from a variety of perspectives.**						
I-D(1). 1. Analyze and evaluate information by developing and applying criteria for selecting appropriate information and use it to answer critical questions.					17	
I-D(2). 2. Demonstrate the ability to examine history from the perspectives of the participants.					18	
I-D(3). 3. Use the problem-solving process to identify a problem; gather information, list and consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution using technology to present findings.					19	
II. **GEOGRAPHY** **STUDENTS UNDERSTAND HOW PHYSICAL, NATURAL, AND CULTURAL PROCESSES INFLUENCE WHERE PEOPLE LIVE, THE WAYS IN WHICH PEOPLE LIVE, AND HOW SOCIETIES INTERACT WITH ONE ANOTHER AND THEIR ENVIRONMENTS.**						
II-A. **Analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present, and future in terms of patterns, events, and issues.**						
II-A(1). Describe ways that mental maps reflect attitudes about places.					20	
II-A(2). Describe factors affecting location of human activities, including land use patterns in urban, suburban, and rural areas.					21	
II-B. **Explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change.**						
II-B(1). Select and explore a region by its distinguishing characteristics.					22	
II-B(2). Describe the role of technology in shaping the characteristics of places.					23	
II-B(3). Explain how and why regions change using global					24	

SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
examples.						
II-B(4). Describe geographically based pathways of inter-regional interaction (e.g., Camino Real's role in establishing a major trade and communication route in the New World, the significance of waterways).					25	
II-C. **Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes.**						
II-C(1). Explain how differing perceptions of places, people, and resources have affected events and conditions in the past.					26	
II-C(2). Interpret and analyze geographic information obtained from a variety of sources (e.g., maps, directly witnessed and surveillance photographic and digital data, symbolic representations [e.g., graphs, charts, diagrams, tables], personal documents, and interviews).					27	
II-C(3). Recognize geographic questions and understand how to plan and execute an inquiry to answer them.					28	
II-C(4). Explain a contemporary issue using geographic knowledge, tools, and perspectives.					29	
II-D. **Explain how physical processes shape the Earth's surface patterns and biosystems.**						
II-D(1). Explain how physical processes influence the formation and location of resources.					30	
II-D(2). Use data to interpret changing patterns of air, land, water, plants, and animals.					31	
II-D(3). Explain how ecosystems influence settlements and societies.					32	
II-E. **Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.**						
II-E(1). Analyze New Mexico settlement patterns and their impact on current issues.					33	
II-E(2). Describe and analyze how the study of geography is used to improve our quality of life, including urban and					34	

SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWERS' PAGE TOTALS➔➔➔➔➔				NO (0) ↓	Item Count	YES (6, 10) ↓
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
environmental planning						
II-E(3). Explain the accessibility to the New Mexico territory via the Santa Fe Trail and the railroad, conflicts with indigenous peoples, and the resulting development of New Mexico.					35	
II-F. **Understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution, and relative importance of resources.**						
II-F(1). Describe and evaluate the use and distribution of resources and their impact on countries throughout the world.					36	
II-F(2). Describe how environmental events (e.g., hurricanes, tornados, floods) affect human activities and resources.					37	
III. CIVICS AND GOVERNMENT **STUDENTS UNDERSTAND THE IDEALS, RIGHTS, AND RESPONSIBILITIES OF CITIZENSHIP AND UNDERSTAND THE CONTENT AND HISTORY OF THE FOUNDING DOCUMENTS OF THE UNITED STATES WITH PARTICULAR EMPHASIS ON THE UNITED STATES AND NEW MEXICO CONSTITUTIONS AND HOW GOVERNMENTS FUNCTION AT LOCAL, STATE, TRIBAL, AND NATIONAL LEVELS.**						
III-A. **Understand the structure, functions, and powers of government (local, state, tribal and national).**						
III-A(1). Explain the structure and functions of New Mexico's state government as expressed in the New Mexico Constitution, to include:						
III-A(1)a. roles and methods of initiative, referendum, and recall processes					38	
III-A(1)b. function of multiple executive offices					39	
III-A(1)c. election process (e.g., primaries and general elections)					40	
III-A(1)d. criminal justice system (e.g., juvenile justice).					41	
III-A(2). Explain the roles and relationships of different levels of the legislative process, to include:						
III-A(2)a. structure of New Mexico legislative districts (e.g., number of districts, students' legislative district, representatives and senators of the students' district).					42	

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SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWERS' PAGE TOTALS➔➔➔➔➔				NO (0) ↓	Item Count	YES (6, 10) ↓
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
III-A(2)b. the structure of the New Mexico Legislature and leaders of the Legislature during the current session (e.g., bicameral, House of Representatives and Senate, Speaker of the House of Representatives, Senate Pro Tem).					43	
III-A(3). Compare the structure and functions of the New Mexico Legislature with that of the state's tribal governments (e.g., Pueblo Indian Council; Navajo, Apache, and Hopi nations).					44	
III-B. **Explain the significance of symbols, icons, songs, traditions, and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity.**						
III-B(1). Explain the concept of diversity and its significance within the political and social unity of New Mexico.					45	
III-B(2). Describe ways in which different groups maintain their cultural heritage.					46	
III-B(3). Explain how New Mexico's state legislature and other state legislatures identify symbols representative of a state.					47	
III-B(4). Identify official and unofficial public symbols of various cultures and describe how they are or are not exemplary of enduring elements of those cultures.					48	
III-C. **Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government**						
III-C(1). Compare and contrast New Mexico's entry into the United States with that of the original thirteen colonies.					49	
III-C(2). Understand the structure and function of New Mexico government as created by the New Mexico Constitution and how it supports local, tribal, and federal governments.					50	
III-D. **Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries.**						
III-D(1). Explain the obligations and responsibilities of citizenship (e.g.					51	

SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
III-D(2). Explain the roles of citizens in political decision-making (e.g.					52	
IV. ECONOMICS **STUDENTS UNDERSTAND BASIC ECONOMIC PRINCIPLES AND USE ECONOMIC REASONING SKILLS TO ANALYZE THE IMPACT OF ECONOMIC SYSTEMS (INCLUDING THE MARKET ECONOMY) ON INDIVIDUALS, FAMILIES, BUSINESSES, COMMUNITIES, AND GOVERNMENTS.**						
IV-A. **Explain and describe how individuals, households, businesses, governments, and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating.**						
IV-A(1). Explain how economic and intrinsic incentives influence how individuals, households, businesses, governments, and societies allocate and use their scarce resources.					53	
IV-A(2). Explain why cooperation can yield higher benefits.					54	
IV-B. **Explain how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services.**						
IV-B(1). Identify governmental activities that affect local					55	
IV-B(2). Analyze the impact of taxing and spending decisions upon individuals					56	
IV-B(3). Explain the relationship of New Mexico with tribal governments regarding compact issues (e.g., taxes, gambling revenue, rights of way).					57	
IV-C. **Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world.**						
IV-C(1). Explain how specialization leads to interdependence and describe ways most Americans depend on people in other households, communities, and nations for some of the goods they consume.					58	
IV-C(2). Understand the interdependencies between the economies of New Mexico, the United States, and the world.					59	
IV-C(3). Understand the factors that currently limit New Mexico from becoming an urban state, including the availability and allocation of water, and the extent to which New					60	

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SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
Mexico relies upon traditional economic forms (e.g., the acequia systems, localized agricultural markets).						
IV-C(4). Describe the relationship between New Mexico, tribal, and United States economic systems.					61	
IV-C(5). Compare and contrast New Mexico commerce with that of other states' commerce.					62	

REVIEWER'S SECTION I TOTALS	NO ↓	Item Count	YES ↓

SECTION II: OTHER RELEVANT CRITERIA

SECTION II CITATION REQUIREMENTS AND SCORING

A. Citations for "Other Relevant Criteria" must refer to the Teacher Edition.

B. Enter three (3) citations (one in each cell) for each indicator; enter the page number and the paragraph.

a. Example: [123-5] would refer the reviewer to +Page 123, paragraph 5 to find the evidence of the indicator.

C. All three citations must be found satisfactory by the Review Team to meet the requirements of the standard.

REVIEWER: USE THE TEACHER'S EDITION (TE) TO CONDUCT THIS PORTION OF THE REVIEW

Mark only one (X) in each row under the appropriate column.

KEY:

0 = (NO) Citations did not meet the requirements of the standard.

5 = (YES) Citations met the requirements of the standard.

REVIEWERS' PAGE TOTALS➔➔➔➔➔				NO (0) ↓	YES (5) ↓	Item Count
SECTION II: OTHER RELEVANT CRITERIA	**Citation 1**	**Citation 2**	**Citation 3**			
A. Provides models, selections, activities and opportunities for responses that promote respect for all people regardless of race, color, creed, national origin, age, gender, language or disability.	Citation 1	Citation 2	Citation 3			1
B. Avoids stereotyping.	Citation 1	Citation 2	Citation 3			2
C. Learning objectives and instructional strategies are explicit for every lesson and every chapter.	Citation 1	Citation 2	Citation 3			3
D. Lesson objectives stated at the beginning of each lesson and are reinforced in a variety of ways.	Citation 1	Citation 2	Citation 3			4

REVIEWERS' PAGE TOTALS➔➔➔➔➔				NO (0) ⬇	YES (5) ⬇	Item Count
SECTION II: OTHER RELEVANT CRITERIA	**Citation 1**	**Citation 2**	**Citation 3**			
E. The beginning of each lesson includes the questions students will be expected to answer at the conclusion of the lesson.	Citation 1	Citation 2	Citation 3			5
F. Includes vocabulary list at the beginning of each lesson.	Citation 1	Citation 2	Citation 3			6
G. A variety of cultural perspectives are used in content.	Citation 1	Citation 2	Citation 3			7
H. Uses visual aids to identify concepts and relationships.	Citation 1	Citation 2	Citation 3			8
I. Uses visual aids to illustrate new words.	Citation 1	Citation 2	Citation 3			9
J. Both content and graphic/visual aids represent the diverse populations of the world.	Citation 1	Citation 2	Citation 3			10
K. Provides substantial support and resources for differentiated instruction, including *(score each item separately)*:						
1. Clear, explicit instructions to students	Citation 1	Citation 2	Citation 3			11
2. Explicit strategies for teachers	Citation 1	Citation 2	Citation 3			12

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SECTION II: OTHER RELEVANT CRITERIA	**Citation 1**	**Citation 2**	**Citation 3**			
3. Review & guided practice to refine new skills	Citation 1	Citation 2	Citation 3			13
4. Ongoing review & skill practice to refine previously acquired skills	Citation 1	Citation 2	Citation 3			14
L. Includes content and information that support a variety of approaches to instruction, including *(score each item separately)*:						
1. Writing activities	Citation 1	Citation 2	Citation 3			15
2. Speaking activities	Citation 1	Citation 2	Citation 3			16
3. Project-based learning assignments	Citation 1	Citation 2	Citation 3			17
4. Interdisciplinary instruction	Citation 1	Citation 2	Citation 3			18
5. Thematic instruction across genres	Citation 1	Citation 2	Citation 3			19
6. Activities that elicit critical thinking, such as collaborative group work, writing, speaking, researching, and interviewing	Citation 1	Citation 2	Citation 3			20

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SECTION II: OTHER RELEVANT CRITERIA	**Citation 1**	**Citation 2**	**Citation 3**			
M. Provides material and support for explicitly teaching comprehension.	Citation 1	Citation 2	Citation 3			21
N. Incorporates increasingly complex practice into lessons.	Citation 1	Citation 2	Citation 3			22
O. Provides writing and speaking activities for students to make connections across reading selections, contemporary and classical culture, and their personal experiences. Some ***examples*** of this might include: → discussing/responding to open-ended prompts; → tracing cause and effect relationships; → comparing real life situations; → dramatizing, or; → tracing themes.	Citation 1	Citation 2	Citation 3			23
P. Provides instructional support for the development of academic language and the practice of academic language through listening, reading, speaking/discussing, and writing.	Citation 1	Citation 2	Citation 3			24
Q. Extensive and varied opportunities to practice targeted skills.	Citation 1	Citation 2	Citation 3			25
REVIEWER'S SECTION II TOTALS				**NO**	**YES**	**Item Count**
REVIEWER'S GRAND TOTALS						