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Instructional Material Bureau

Summer 2010 Adoption Review Institute

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

Mid School NM History

Publisher information and instructions:

Publisher:	**Submitted by (name) :**
Title of Text:	**Phone:**
ISBN:	**E-mail:**

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

Summer 2010 Adoption Review Institute

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

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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.

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.

SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWER'S 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. **Describe how contemporary and historical people and events have influenced New Mexico communities and regions.**						
I-A(1). Identify the customs, celebrations, and holidays of various cultures in New Mexico.	Basic Knowledge	Knowledge Application	Analysis		1	
I-A(2). Identify common attributes of people living in New Mexico today.	Basic Knowledge	Knowledge Application	Analysis		2	
I-A(3). Describe how historical people, groups, and events have influenced the local community.	Basic Knowledge	Knowledge Application	Analysis		3	

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SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWER'S 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-A(4). Describe how the lives and contributions of people of New Mexico influenced local communities and regions.	Basic Knowledge	Knowledge Application	Analysis		4	
I-A(5). Identify important issues, events, and individuals from New Mexico pre-history to the present.	Basic Knowledge	Knowledge Application	Analysis		5	
I-A(6). Describe the role of contemporary figures and how their contributions and perspectives are creating impact in New Mexico.	Basic Knowledge	Knowledge Application	Analysis		6	
I-B. **Explore and explain how people and events have influenced the development of New Mexico up to the present day.**						
I-B(1). Describe changes of governance of New Mexico (e.g., indigenous, Spanish, Mexican, French, Texan, United States).	Basic Knowledge	Knowledge Application	Analysis		7	
I-B(2). Explain the reasons for European exploration of the Americas.	Basic Knowledge	Knowledge Application	Analysis		8	
I-B(3). Describe the relationships among ancient civilizations of the world (e.g., scientific discoveries, architecture, politics, cultures, and religious systems) and their connection to the early development of New Mexico.	Basic Knowledge	Knowledge Application	Analysis		9	
I-B(4). 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-B(4)a. effect on world economies and trade	Basic Knowledge	Knowledge Application	Analysis		10	
I-B(4)b. roles of people, class structures, language	Basic Knowledge	Knowledge Application	Analysis		11	
I-B(4)c. religious traditions and forms of government	Basic Knowledge	Knowledge Application	Analysis		12	
I-B(4)d. cultural and scientific contributions (e.g., advances in astronomy, mathematics, agriculture, architecture,	Basic Knowledge	Knowledge Application	Analysis		13	

SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWER'S PAGE TOTALS ➔ ➔ ➔ ➔ ➔ ➔				NO (0) ⬇	Item Count	YES (6, 10) ⬇
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
artistic and oral traditions, development of writing systems and calendars).						
I-B(5). 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).	Basic Knowledge	Knowledge Application	Analysis		14	
I-B(6). Explain the significance of trails and trade routes within the region (e.g., Spanish Trail, Camino Real, Santa Fe Trail).	Basic Knowledge	Knowledge Application	Analysis		15	
I-B(7). Describe how important individuals, groups, and events impacted the development of New Mexico from 16th 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).	Basic Knowledge	Knowledge Application	Analysis		16	
I-B(8). 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).	Basic Knowledge	Knowledge Application	Analysis		17	
I-B(9). Explain the impact of New Mexico on the development of the American West up to the present, to include:						
I-B(9)a. availability of land (e.g., individuals, governments, railroads, tribal)	Basic Knowledge	Knowledge Application	Analysis		18	
I-B(9)b. government land grants/treaties	Basic Knowledge	Knowledge Application	Analysis		19	

SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWER'S 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-B(9)c. transportation (e.g., wagons, railroads, automobile)	Basic Knowledge	Knowledge Application	Analysis		20	
I-B(9)d. identification and use of natural and human resources	Basic Knowledge	Knowledge Application	Analysis		21	
I-B(9)e. population growth and economic patterns	Basic Knowledge	Knowledge Application	Analysis		22	
I-B(9)f. cultural interactions among indigenous and arriving populations and the resulting changes.	Basic Knowledge	Knowledge Application	Analysis		23	
I-B(9)g. Compare and contrast the settlement patterns of the American Southwest with other regions of the United States.	Basic Knowledge	Knowledge Application	Analysis		24	
I-B(9)h. Analyze New Mexico's role and impact on the outcome of the Civil War (e.g., strategic geographic location, significance of the Battle of Glorieta Pass, trade routes to California, native allegiances).	Basic Knowledge	Knowledge Application	Analysis		25	
I-B(9)i. Explain the role New Mexico played in the United States participation in the Spanish American War.	Basic Knowledge	Knowledge Application	Analysis		26	
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. **Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change.**						
II-A(1). Identify a region as an area with unifying characteristics (e.g., human, weather, agriculture, industry, natural characteristics).	Basic Knowledge	Knowledge Application	Analysis		27	
II-A(2). Describe the regions of New Mexico, the United States, and the Western Hemisphere.	Basic Knowledge	Knowledge Application	Analysis		28	
II-A(3). Identify ways in which different individuals and groups of people view and relate to places and regions.	Basic Knowledge	Knowledge Application	Analysis		29	

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**			
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). Describe how individual and cultural characteristics affect perceptions of locales and regions.	Basic Knowledge	Knowledge Application	Analysis		30	
II-B(2). Describe political, population, and economic regions that result from patterns of human activity, using New Mexico as an example.	Basic Knowledge	Knowledge Application	Analysis		31	
II-C. **Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present.**						
II-C(1). Explain how geographic factors have influenced people, including settlement patterns and population distribution in New Mexico, past and present.	Basic Knowledge	Knowledge Application	Analysis		32	
II-C(2). Describe how environments, both natural and man-made, have influenced people and events over time, and describe how places change.	Basic Knowledge	Knowledge Application	Analysis		33	
II-C(3). Understand how visual data (e.g., maps, graphs, diagrams, tables, charts) organizes and presents geographic information.	Basic Knowledge	Knowledge Application	Analysis		34	
II-D. **Understand how physical processes shape the Earth's surface patterns and biosystems.**						
II-D(1). Describe the four provinces (plains, mountains, plateau, and basin and range) that make up New Mexico's land surface (geographic conditions).	Basic Knowledge	Knowledge Application	Analysis		35	
II-E. **Explain how physical processes shape the Earth's surface patterns and biosystems.**						
II-E(1). Explain how the four provinces of New Mexico's land surface (plains, mountains, plateau, and basin and range) support life.	Basic Knowledge	Knowledge Application	Analysis		36	
II-F. **Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.**						
II-F(1). Analyze New Mexico settlement patterns and their impact on current issues.	Basic Knowledge	Knowledge Application	Analysis		37	

SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWER'S PAGE TOTALS ➔ ➔ ➔ ➔ ➔ ➔				NO (0) ⬇	Item Count	YES (6, 10) ⬇
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
II-F(2). Describe and analyze how the study of geography is used to improve our quality of life, including urban and environmental planning	Basic Knowledge	Knowledge Application	Analysis		38	
II-F(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.	Basic Knowledge	Knowledge Application	Analysis		39	
II-G. **Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.**						
II-G(1). Identify the distributions of natural and man-made resources in New Mexico, the Southwest, and the United States.	Basic Knowledge	Knowledge Application	Analysis		40	
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 basic structure and functions of local governments.	Basic Knowledge	Knowledge Application	Analysis		41	
III-A(2). Describe and give examples of "public good."	Basic Knowledge	Knowledge Application	Analysis		42	
III-A(3). Explain how New Mexico helps to form a nation with other states.	Basic Knowledge	Knowledge Application	Analysis		43	
III-A(4). Explain how the organization of New Mexico's government changed during its early history.	Basic Knowledge	Knowledge Application	Analysis		44	
III-A(5). Compare how the State of New Mexico serves national interests and the interests of New Mexicans.	Basic Knowledge	Knowledge Application	Analysis		45	
III-A(6). Explain the difference between making laws, carrying out the laws, and determining if the laws have been broken, and identify the government bodies that perform	Basic Knowledge	Knowledge Application	Analysis		46	

SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWER'S PAGE TOTALS ➔ ➔ ➔ ➔ ➔ ➔				NO (0) ⬇	Item Count	YES (6, 10) ⬇
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
these functions at the local, state, tribal, and national levels.						
III-A(7). Explain the structure and functions of New Mexico's state government as expressed in the New Mexico Constitution, to include:						
III-A(7)a. roles and methods of initiative, referendum, and recall processes	Basic Knowledge	Knowledge Application	Analysis		47	
III-A(7)b. function of multiple executive offices	Basic Knowledge	Knowledge Application	Analysis		48	
III-A(7)c. election process (e.g., primaries and general elections)	Basic Knowledge	Knowledge Application	Analysis		49	
III-A(7)d. criminal justice system (e.g., juvenile justice).	Basic Knowledge	Knowledge Application	Analysis		50	
III-A(8). Explain the roles and relationships of different levels of the legislative process, to include:						
III-A(8)a. structure of New Mexico legislative districts (e.g., number of districts, students' legislative district, representatives and senators of the students' district).	Basic Knowledge	Knowledge Application	Analysis		51	
III-A(8)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).	Basic Knowledge	Knowledge Application	Analysis		52	
III-A(9). 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).	Basic Knowledge	Knowledge Application	Analysis		53	
III-B. **Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time.**						
III-B(1). Identify the President of the United States and the Governor of New Mexico.	Basic Knowledge	Knowledge Application	Analysis		54	

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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**			
III-B(2). Describe how local, state, tribal and national leaders exemplify the ideals of the communities they represent.	Basic Knowledge	Knowledge Application	Analysis		55	
III-B(3). Identify local governing officials and explain how their roles reflect their community.	Basic Knowledge	Knowledge Application	Analysis		56	
III-B(4). Explain how symbols, songs, icons, and traditions combine to reflect various cultures over time.	Basic Knowledge	Knowledge Application	Analysis		57	
III-B(5). Describe various cultures and the communities they represent, and explain how they have evolved over time.	Basic Knowledge	Knowledge Application	Analysis		58	
III-C. **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-C(1). Explain the significance and importance of American customs	Basic Knowledge	Knowledge Application	Analysis		59	
III-C(2). Identify and summarize contributions of various racial, ethnic, and religious groups to national identity.	Basic Knowledge	Knowledge Application	Analysis		60	
III-C(3). Describe selected ethnic and religious customs and celebrations that enhance local, state, tribal, and national identities.	Basic Knowledge	Knowledge Application	Analysis		61	
III-C(4). Describe the significance of leadership in democratic societies and provide examples of local, national, and international leadership, to include:						
III-C(4)a.qualities of leadership	Basic Knowledge	Knowledge Application	Analysis		62	
III-C(4)b.names and contributions New Mexico leaders	Basic Knowledge	Knowledge Application	Analysis		63	
III-C(4)c.names and contributions of national leaders.	Basic Knowledge	Knowledge Application	Analysis		64	
III-C(5). Explain the concept of diversity and its significance within the political and social unity of New Mexico.	Basic Knowledge	Knowledge Application	Analysis		65	
III-C(6). Describe ways in which different groups maintain their cultural heritage.	Basic Knowledge	Knowledge Application	Analysis		66	

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REVIEWER'S 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-C(7). Explain how New Mexico's state legislature and other state legislatures identify symbols representative of a state.	Basic Knowledge	Knowledge Application	Analysis		67	
III-C(8). Identify official and unofficial public symbols of various cultures and describe how they are or are not exemplary of enduring elements of those cultures.	Basic Knowledge	Knowledge Application	Analysis		68	
III-C(9). Explain how the development of symbols, songs, traditions, and concepts of leadership reflect American beliefs and principles.	Basic Knowledge	Knowledge Application	Analysis		69	
III-C(10). Explain the importance of point of view and its relationship to freedom of speech and press.	Basic Knowledge	Knowledge Application	Analysis		70	
III-D. **Become familiar with the basic purposes of government in New Mexico and the United States.**						
III-D(1). Describe and provide examples of fairness.	Basic Knowledge	Knowledge Application	Analysis		71	
III-D(2). Describe the concept of "public good" and identify local examples of systems that support the "public good."	Basic Knowledge	Knowledge Application	Analysis		72	
III-D(3). Describe how the majority protects the rights of the minority.	Basic Knowledge	Knowledge Application	Analysis		73	
III-D(4). Explain how rules/laws are made and compare different processes used by local, state, tribal, and national governments to determine rules/laws.	Basic Knowledge	Knowledge Application	Analysis		74	
III-D(5). Compare and contrast how the various governments have applied rules/laws, majority rule, "public good," and protections of the minority in different periods of New Mexico's history.	Basic Knowledge	Knowledge Application	Analysis		75	
III-D(6). Compare and contrast New Mexico's entry into the United States with that of the original thirteen colonies.	Basic Knowledge	Knowledge Application	Analysis		76	
III-D(7). 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.	Basic Knowledge	Knowledge Application	Analysis		77	

SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWER'S PAGE TOTALS ➔ ➔ ➔ ➔ ➔ ➔				NO (0) ⬇	Item Count	YES (6, 10) ⬇
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
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). Understand the impact of supply and demand on consumers and producers in a free enterprise system.	Basic Knowledge	Knowledge Application	Analysis		78	
IV-A(2). Understand the patterns of work and economic activities in New Mexico and the United States (e.g., farming, ranching, oil and gas production, high tech, manufacturing, medicine).	Basic Knowledge	Knowledge Application	Analysis		79	
IV-A(3). Describe the aspects of trade.	Basic Knowledge	Knowledge Application	Analysis		80	
IV-A(4). Explain how voluntary trade is not coercive.	Basic Knowledge	Knowledge Application	Analysis		81	
IV-B. **Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.**						
IV-B(1). Understand how the characteristics and benefits of the free enterprise system in New Mexico compares to other economic systems in New Mexico (e.g., acequia systems).	Basic Knowledge	Knowledge Application	Analysis		82	
IV-B(2). Explain that government raises money by taxing and borrowing to pay for the goods and services it provides.	Basic Knowledge	Knowledge Application	Analysis		83	
IV-C. **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-C(1). Describe the relationships among supply, demand, and price and their roles in the United States market system.	Basic Knowledge	Knowledge Application	Analysis		84	

SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWER'S PAGE TOTALS ➔ ➔ ➔ ➔ ➔ ➔				NO (0) ⬇	Item Count	YES (6, 10) ⬇
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
IV-C(2). Identify how fundamental characteristics of the United States' economic system influence economic decision making (e.g., private property, profits, competition) at local, state, tribal, and national levels.	Basic Knowledge	Knowledge Application	Analysis		85	
IV-C(3). Explain changing economic activities in the United States and New Mexico and the role of technology in those changes.	Basic Knowledge	Knowledge Application	Analysis		86	
IV-C(4). Identify situations in which price and value diverge.	Basic Knowledge	Knowledge Application	Analysis		87	
IV-D. Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.						
IV-D(1). Describe trade (e.g., buying and selling, bartering, simple exchange).	Basic Knowledge	Knowledge Application	Analysis		88	
IV-D(2). Define the simplest form of exchange (the barter system being the direct trading of goods and services between people).	Basic Knowledge	Knowledge Application	Analysis		89	
IV-D(3). Understand that money is the generally accepted medium of exchange in most societies, and that different countries use different currencies.	Basic Knowledge	Knowledge Application	Analysis		90	
IV-D(4). Understand the purposes of spending and saving money.	Basic Knowledge	Knowledge Application	Analysis		91	
IV-D(5). Identify currency, credit, debit, and checks as the basic mediums of exchange in Western society.	Basic Knowledge	Knowledge Application	Analysis		92	
IV-D(6). Identify patterns of work and economic activity in New Mexico and their sustainability over time (e.g., farming, ranching, mining, retail, transportation, manufacturing, tourism, high tech).	Basic Knowledge	Knowledge Application	Analysis		93	
IV-D(7). Explain how New Mexico, the United States, and other parts of the world are economically interdependent.	Basic Knowledge	Knowledge Application	Analysis		94	
IV-D(8). Explain that banks handle currency and other forms of money and serve as intermediaries between savers and	Basic Knowledge	Knowledge Application	Analysis		95	

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**			
borrowers.						
IV-D(9). Explain that money can be used to express the "market value" of goods and services in the form of prices.	Basic Knowledge	Knowledge Application	Analysis		96	
IV-D(10). Use data to explain an economic pattern.	Basic Knowledge	Knowledge Application	Analysis		97	
IV-E. **Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world.**						
IV-E(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.	Basic Knowledge	Knowledge Application	Analysis		98	
IV-E(2). Understand the interdependencies between the economies of New Mexico, the United States, and the world.	Basic Knowledge	Knowledge Application	Analysis		99	
IV-E(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 Mexico relies upon traditional economic forms (e.g., the acequia systems, localized agricultural markets).	Basic Knowledge	Knowledge Application	Analysis		100	
IV-E(4). Describe the relationship between New Mexico, tribal, and United States economic systems.	Basic Knowledge	Knowledge Application	Analysis		101	
IV-E(5). Compare and contrast New Mexico commerce with that of other states' commerce.	Basic Knowledge	Knowledge Application	Analysis		102	

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			103
B. Avoids stereotyping.	Citation 1	Citation 2	Citation 3			104
C. Learning objectives and instructional strategies are explicit for every lesson and every chapter.	Citation 1	Citation 2	Citation 3			105
D. Lesson objectives stated at the beginning of each lesson and are reinforced in a variety of ways.	Citation 1	Citation 2	Citation 3			106

DO NOT ALTER THIS FORM. ALTERED FORMS WILL AUTOMATICALLY ELIMINATE THE MATERIAL FROM ADOPTION.

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			107
F. Includes vocabulary list at the beginning of each lesson.	Citation 1	Citation 2	Citation 3			108
G. A variety of cultural perspectives are used in content.	Citation 1	Citation 2	Citation 3			109
H. Uses visual aids to identify concepts and relationships.	Citation 1	Citation 2	Citation 3			110
I. Uses visual aids to illustrate new words.	Citation 1	Citation 2	Citation 3			111
J. Both content and graphic/visual aids represent the diverse populations of the world.	Citation 1	Citation 2	Citation 3			112
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			113
2. Explicit strategies for teachers	Citation 1	Citation 2	Citation 3			114

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REVIEWERS' PAGE TOTALS➔➔➔➔➔				NO (0) ⬇	YES (5) ⬇	Item Count
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			115
4. Ongoing review & skill practice to refine previously acquired skills	Citation 1	Citation 2	Citation 3			116
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			117
2. Speaking activities	Citation 1	Citation 2	Citation 3			118
3. Project-based learning assignments	Citation 1	Citation 2	Citation 3			119
4. Interdisciplinary instruction	Citation 1	Citation 2	Citation 3			120
5. Thematic instruction across genres	Citation 1	Citation 2	Citation 3			121
6. Activities that elicit critical thinking, such as collaborative group work, writing, speaking, researching, and interviewing	Citation 1	Citation 2	Citation 3			122

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REVIEWERS' PAGE TOTALS➔➔➔➔➔				NO (0) ⬇	YES (5) ⬇	Item Count
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			123
N. Incorporates increasingly complex practice into lessons.	Citation 1	Citation 2	Citation 3			124
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			125
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			126
Q. Extensive and varied opportunities to practice targeted skills.	Citation 1	Citation 2	Citation 3			127

REVIEWER'S SECTION II TOTALS	NO	YES	Item Count

DO NOT ALTER THIS FORM. ALTERED FORMS WILL AUTOMATICALLY ELIMINATE THE MATERIAL FROM ADOPTION.

REVIEWER'S GRAND TOTALS	NO	YES	Item Count