



FORM F7 Citation Alignment and Scoring Rubric – Social Studies Seventh Grade

2016 Adoption Institute Grade K – 12 Social Studies

Publisher / Imprint:	Savvas Learning Company	Grade(s)	7
Title of Student Edition:	Savvas myWorld Geography, Survey Edition, Student Edition with Digital Courseware	ISBN:	9780133341966
Title of Teacher Edition:	Savvas myWorld Geography, Survey Edition, Teacher ProGuide	ISBN:	9780132516914
Title of SE: Workbook:		ISBN:	

Reviewer Name: _____	Reviewer Number: _____	Date: _____	Facilitator: _____
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TOTAL SCORE – to be completed after all criteria are scored

SECTION	REVIEWER TOTAL	FACILITATOR VERIFICATION	FACILITATOR NOTES: Reviewers: Please see Abbreviation Key on the last page.
Section 1			Facilitator Signature: _____
Section 2.A			
Section 2.B			
Section 2.C			
Section 2.D			
TOTAL			

FACILITATOR USE: ONLY

FINAL SCORE VERIFICATION (TO BE COMPLETED BY THE FACILITATOR)	
<input type="checkbox"/> Verified: 90% or Higher	Facilitator Signature: _____
<input type="checkbox"/> Verified: 89% or Lower	Facilitator Signature: _____



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Publisher:

- Section 1 criteria are scored as to whether the evidence demonstrates application of Bloom’s Taxonomy at the higher levels.
- For Section 1 you may enter two citations per citation level per criteria.
- Citations for Section 1 will refer to the Student Edition, Teacher Edition, or Student Workbook

▪ **Reviewer: Use the Student Edition, Teacher Edition, or Student Workbook to conduct this portion of the review.**

- Ten (10) points: The citation demonstrates Bloom’s Level 3.
- Six (6) points: The citation demonstrates Bloom’s Level 2.
- Zero (0) points: The citation does not meet either Level 2 or Level 3.
- For **highlighted rows only** – Five (5) points if the citation meets the standard and Zero (0) points if the citation does not meet.

		SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
		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:	Citation Level 2	Citation Level 3	Score
	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:			



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		SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
1.	I-A(1)a	effect on world economies and trade;	SE: 206 Analyze Cause and Effect; PG-MA: T20 Enrichment: Maize Makes History	PG-SWA: 599 Draw Conclusions; PG-A: T72–T73 The Farmer’s Pitch	
2.	I-A(1)b	roles of people, class structures, language;	PG-A: 564 Summarize; PG-SWA: 599 Summarize	PG-A: 565 Categorize; PG-A: 566 Infer	
3.	I-A(1)c	religious traditions and forms of government; and	PG-A: 566 Build Cultural Awareness; PG-A: T76 Ancient Egyptian Culture: Experience	PG-A: 565 Draw Conclusions; PG-SWA: 599 Draw Conclusions	
4.	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).	PG-MA: 206 Draw Conclusions PG-MA: 207 Analyze Visuals;	PG-SWA: 598 Analyze Visuals; PG-A: T74 Enrichment: Pyramids and Mummies (Activity)	



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5.	I-A(2).	Describe the characteristics of other indigenous peoples that had an effect upon New Mexico's development (e.g., pueblo farmers, great plains horse culture, nomadic bands, etc. - noting their development of tools, trading routes, adaptation to environments, social structure, domestication of plants and animals).	PG-USC: 152 Analyze Visuals	PG-USC: 147 Compare and Contrast	
6.	I-A(3).	Explain the significance of trails and trade routes within the region (e.g., Spanish trail, Camino Real, Santa Fe trail).	PG-USC: 149 Cause and Effect	SE: 149 Map Skills	
7.	I-A(4).	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 de Vargas, pueblo revolt, Popé, 1837 revolt, 1848 rebellion, treaty of Guadalupe Hidalgo, 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 Oppenheimer, Smokey Bear, Dennis Chavez, Manuel Lujan, Manhattan project, Harrison Schmitt, Albuquerque international balloon fiesta).	Not Addressed	Not Addressed	
8.	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).	Not Addressed	Not Addressed	



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9.	I-A(6).	Explain the impact of New Mexico on the development of the American west up to the present, to include: availability of land (e.g., individual, government, railroad, tribal, etc.); government land grants/treaties; transportation (e.g., wagons, railroads, automobile); identification and use of natural and human resources; population growth and economic patterns; and cultural interactions among indigenous and arriving populations and the resulting changes.	SSE: 151 Key Idea #3 PG-USC 147 Compare and Contrast	SE: 149 Map Skills PG-USC: 149 Cause and Effect	
	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:	Citation Level 2	Citation Level 3	Score
10.	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).	PG-USC: 149 Cause and Effect	SE: 150 Reading Check	
	I-C	WORLD Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration.	Citation Level 2	Citation Level 3	Score



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11.	I-C(1).	Compare and contrast the influence of Spain on the western hemisphere from colonization to the present.	PG-SA: 290 Compare Viewpoints; PG-SA: 293 Analyze Visuals	PG-MA: 208 Cause and Effect; PG-SA: T46 Enrichment: Heroes of South American Independence (Compare and Contrast)	
	I-D	SKILLS Research historical events and people from a variety of perspectives.	Citation Level 2	Citation Level 3	Score
12.	I-D(1).	Analyze and evaluate information by developing and applying criteria for selecting appropriate information and use it to answer critical questions.	SE: 15 Evaluate Web Sites; SE: 55 Search for Information on the Internet	SE: 83 Analyze Media Content; SE: 159 Search for Information on the Internet	
13.	I-D(2).	Demonstrate the ability to examine history from the perspectives of the participants.	PG-CC: T72–T73 Historical Cartoons; PG-USC: T29 Lasting Ideals	PG-ER: T31 A Capable Wife; PG-ER: T51 A Queen’s Opinion	



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14.	I-D(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.	PG-CC: T79 One World, One Language; PG-USC: T40 Enrichment: Polar Bears and Global Warming (Activity)	PG-MA: T52–T53 Is Free Fair?; PG-AP: T24–T25 Take Action on the Pacific Environment	
		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.	Citation Level 2	Citation Level 3	Score
15.	II-A(1).	Describe ways that mental maps reflect attitudes about places.	PG-CC: T8 Ways to Show Earth's Surface: Connect; PG-CC: T10 Understanding Maps: Connect	PG-CC: T11 From Here to There!; PG-CC: T12 Types of Maps: Connect	
16.	II-A(2).	Describe factors affecting location of human activities, including land-use patterns in urban, suburban and rural areas.	PG-CC: T44 Land Use: Connect; PG-CC: 53 Cause and Effect	PG-USC: T38–T39 Resource Attraction; PG-SA: T5–T7 Hunt for Resources	



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	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:	Citation Level 2	Citation Level 3	Score
17.	II-B(1).	Select and explore a region by its distinguishing characteristics.	PG- USC: T10–T11 A Panel of Regions; PG-A: T44–T45 Where I'm From (regional history)	PG-USC: T43 A Northern Plan; PG-SCA: T35 One Small Step (regional economies)	
18.	II-B(2).	Describe the role of technology in shaping the characteristics of places.	PG-CC: T87 Disappearing Technology; PG-ER: T41-T43 Technology: Then and Now	PG-ER: T162–T163 The Soviet Industrial Legacy; PG-SWA: T12 Enrichment: The Science of Desalination (Activity)	



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19.	II-B(3).	Explain how and why regions change, using global examples.	PG-CC: T69 On the Move; PG-CC: T71 Urbanization Investigation	PG-MA: T35 Venturing in Nicaragua; PG-SA: T84 Destruction of the Amazon Rain Forest	
20.	II-B(4).	Describe geographically-based pathways of inter-regional interaction (e.g., the Camino Real’s role in establishing a major trade and communication route in the new world, the significance of waterways).	PG-USC: T48 Enrichment: Building the Canadian Pacific Railway; PG-SA: T26 Enrichment: The Panama Canal	PG-SCA: T20–T21 Samarqand: A Silk Road City; PG-ER: T10–T11 Let’s Make a Trade	
	II-C	Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes:	Citation Level 2	Citation Level 3	Score
21.	II-C(1).	Explain how differing perceptions of places, people and resources have affected events and conditions in the past.	PG-CC: T84-T85 Cultural Diffusion and Change; PG- USC: T46–T47 Culture Clash	PG-ER: T134–T135 Ethnic Conflict in Bosnia; PG-SWA: T63 Regional Ethnic Cooperation Conference	



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22.	II-C(2).	Interpret and analyze geographic information obtained from a variety of sources (e.g., maps, directly witnessed and surveillanced photographic and digital data, personal documents and interviews, symbolic representations - graphs, charts, diagrams, tables, etc.).	PG-CC: 10 Analyze Maps; PG-CC: 33 Analyze Graphs	PG-USC: T12 Enrichment: American Twisters; PG-MA: T54 Enrichment: Microcredit-Helping to Reduce Poverty (chart)	
23.	II-C(3).	Recognize geographic questions and explain how to plan and execute an inquiry to answer them.	PG-CC: T43 What Did You Do Last Weekend?; PG-USC: T54–T55 Trade Partner Search	PG-MA: T38–T39 Location Equation; PG-A: T68 Enrichment: Where Is the Water?	
24.	II-C(4).	Explain a contemporary issue using geographic knowledge, tools and perspectives.	PG-MA: T54 Enrichment: Microcredit-Helping to Reduce Poverty; PG-SA: T80–T81 Challenges for Brazil	PG-SWA: T80–T81 To Join or Not to Join (European Union); PG-AP: T24–T25 Take Action on the Pacific Environment	



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		SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
	II-D.	Explain how physical processes shape the Earth's surface patterns and biosystems:	Citation Level 2	Citation Level 3	Score
25.	II-D(1).	Explain how physical processes influence the formation and location of resources.	PG-CC: T39 Ecosystem Equations; PG-USC: T38–T39 Resource Attraction	PG-SA: T84 Destruction of the Amazon Rain Forest; PG-SCA: T52–T53 Water Worries	
26.	II-D(2).	Use data to interpret changing patterns of air, land, water, plants and animals.	PG-CC: T28 Climate and Weather (analyze climate graphs); PG-CC: T35 How Wind Blows	PG-USC: T40 Enrichment: Polar Bears and Global Warming; PG-SA: T85 The Climate-Change Debate	
27.	II-D(3).	Explain how ecosystems influence settlements and societies.	PG-CC: T38 Ecosystems: Connect; PG-CC: T47 Disappearing Forest, 2-4	PG-MA: Location Equation: T38–T39 Location Equation; PG-A: T38–T39 Cause-and-Effect Pairs (physical and human geography)	



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	II-E.	Explain how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict:	Citation Level 2	Citation Level 3	Score
28.	II-E(1).	Analyze New Mexico settlement patterns and their impact on current issues.	SE: 151 Key Ideas 2.	PG-USC: 147 Compare and Contrast	
29.	II-E(2).	Describe and analyze how the study of geography is used to improve our quality of life, including urban and environmental planning.	PG-CC: T71 Urbanization Investigation; PG-A: T66–T67 On the Move (migration and overcrowding)	PG: USC: T43 A Northern Plan; PG-SWA: T10–T11 Water Caucus	
30.	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.	SE: 149 Map Skills	PG-USC: 149 Cause and Effect	
	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.	Citation Level 2	Citation Level 3	Score
31.	II-F(1).	Describe and evaluate the use and distribution of resources and their impact on countries throughout the world.	PG-CC: 49 Cause and Effect; PG-CC: 50 Analyze Maps	PG-SA: T5–T7 Hunt for Resources; PG-USC: T38–T39 Resource Attraction	



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32.	II-F(2).	Describe how environmental events (e.g., hurricanes, tornados, floods) affect human activities and resources.	PG-CC: 30 Analyze Visuals; PG-CC: T35 How Wind Blows	PG-USC: T40 Enrichment: Polar Bears and Global Warming; PG-SA: T85 The Climate-Change Debate	
		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.	Demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national):	Citation Level 2	Citation Level 3	Score
	III-A(1)	Explain the structure and functions of New Mexico’s state government as expressed in the New Mexico constitution, to include:			
33.	III-A(1)a	roles and methods of initiative, referendum and recall processes;	Not Addressed	Not Addressed	
34.	III-A(1)b	function of multiple executive offices;	Not Addressed	Not Addressed	



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35.	III-A(1)c	election process (e.g., primaries and general elections);	Not Addressed	Not Addressed	
36.	III-A(1)d	criminal justice system (e.g., juvenile justice);	Not Addressed	Not Addressed	
37.	III-A(2)a.	Explain the roles and relationships of different levels of the legislative process, to include the structure of New Mexico legislative districts (e.g., number of districts, students' legislative districts, representatives and senators of the students' districts);	Not Addressed	Not Addressed	
38.	III-A(2)b.	Explain the roles and relationships of different levels of the legislative process, to include 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).	Not Addressed	Not Addressed	
39.	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).	Not Addressed	Not Addressed	



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	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:	Citation Level 2	Citation Level 3	Score
40.	III-B(1).	Explain the concept of diversity and its significance within the political and social unity of New Mexico.	Not Addressed	Not Addressed	
41.	III-B(2).	Describe ways in which different groups maintain their cultural heritage.	PG-CC: 87 Draw Conclusions; PG-USC: 154 Draw Conclusions (American Culture)	PG-USC: T5–T7 Interviewing America; PG-USC: T29 Lasting Ideals	
42.	III-B(3).	Explain how New Mexico’s state legislature and other state legislatures identify symbols representative of a state.	Not Addressed	Not Addressed	
43.	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.	PG-CC: 84 Analyze Visuals; PG-USC: 155 Summarize	PG-CC: T75 Culture Spotting; PG-CC: T84 Cultural Diffusion and Change: Connect	
	III-C.	Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government:	Citation Level 2	Citation Level 3	Score



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		SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
44.	III-C(1).	Compare and contrast New Mexico's entry into the United States with that of the original thirteen colonies.	Not Addressed	Not Addressed	
45.	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.	Not Addressed	Not Addressed	
	III-D.	Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries:	Citation Level 2	Citation Level 3	Score
46.	III-D(1).	Explain the obligations and responsibilities of citizenship (e.g., the obligations of upholding the constitution, obeying the law, paying taxes, jury duty).	PG-CC: 112 Express an Opinion; PG-CC: 113 Analyze Visuals	PG-CC: T98 Citizenship: Connect; PG-CC: T99 Ranking Responsibilities	
47.	III-D(2).	Explain the roles of citizens in political decision-making (e.g., voting, petitioning public officials, analyzing issues).	PG-CC: T92 Political Systems: Connect; PG-USC: T93 Help Wanted (find a leader)	PG-CC: 106 Compare and Contrast; PG-CC: 107 Compare and Contrast	



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		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. STUDENTS WILL:			
	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.	Citation Level 2	Citation Level 3	Score
48.	IV-A(1).	Explain how economic and intrinsic incentives influence how individuals, households, businesses, governments and societies allocate and use their scarce resources.	PG-CC: T50 Economic Basics: Connect; PG-CC: T51 Economics Memory	PG-CC: 58 Cause and Effect; PG-CC: 59 Compare Viewpoints	
49.	IV-A(2).	Explain why cooperation can yield higher benefits.	PG-CC: T58 Experience-Challenge; PG-CC: T59 myWorld Activity-International Traders	PG-CC: 67 Analyze Visuals; PG-USC: 154, Summarize	



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	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:	Citation Level 2	Citation Level 3	Score
50.	IV-B(1).	Identify governmental activities that affect local, state, tribal and national economies.	PG-CC: T54 Economic Systems: Connect; PG-CC: T55 Debate and Defend	PG-SCA: T7 Money Well Spent; PG-SWA: T80–T81 To Join or Not to Join	
51.	IV-B(2).	Analyze the impact of taxing and spending decisions upon individuals, organizations, businesses and various government entities.	SE: 70 Think Critically #11 PG-CC: 61 Assessment #1-2	PG-CC: 61 Identify Evidence; PG-CC: 63 Infer	
52.	IV-B(3).	Explain the relationship of New Mexico with tribal governments regarding compact issues (e.g., taxes, gambling revenue, rights of way).	Not Addressed	Not Addressed	



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	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:	Citation Level 2	Citation Level 3	Score
53.	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.	PG-CC: T53 Enterprising Entrepreneurs, #1-4	PG-CC: T59 International Traders; PG-CC: 60 Express an Opinion	
54.	IV-C(2).	Understand the interdependencies between the economies of New Mexico, the United States and the world.	SE: 157 Key Ideas #3; PG-CC: 66 Draw Conclusions	PG-USC: 154 Summarize; PG-CC: 67 Categorize	
55.	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 Mexico relies upon traditional economic forms (e.g., the acequia systems, localized agricultural markets).	Not Addressed	Not Addressed	
56.	IV-C(4).	Describe the relationship between New Mexico, tribal and United States economic systems.	Not Addressed	Not Addressed	
57.	IV-C(5).	Compare and contrast New Mexico commerce with that of other states’ commerce.	Not Addressed	Not Addressed	



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		ADDITIONAL NEW MEXICO STATE STANDARDS			Score
58.		<p>Reading standards for informational text: integration of knowledge and ideas. Students will:</p> <p>(1) distinguish between primary and secondary sources;</p>	<p>PG-CC: 120 Categorize; SE: 576 Analyze Primary and Secondary Sources</p>	<p>SE: 126 Analyze Primary and Secondary Sources; SE: 158 Analyze Primary and Secondary Sources</p>	
59.		<p>2) describe how the media use propaganda, bias, and stereotyping to influence audiences.</p>	<p>SE: 83 21st Century Learning: Analyze Media Content; SE: 221 21st Century Learning: Analyze Media Content</p>	<p>SE: 277 21st Century Learning: Analyze Media Content; SE: 493 21st Century Learning: Analyze Media Content 1-3</p>	

SECTION 1 – NEW MEXICO CONTENT STANDARDS AND BENCHMARKS	TOTAL SECTION 1 SCORE	
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		Section 2.A CCSS – READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	Citation Level 2	Citation Level 3	Score
60.	CCSS.Literacy in H/SS.6-8.1	Key Ideas and Details: Cite specific textual evidence to support analysis of primary and secondary sources.	SE: 158 Think Critically, 8. Analyze	PG-ER: T20 Enrichment #2	
61.	CCSS.Literacy in H/SS.6-8.2	Key Ideas and Details: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	SE: 409 21 st Century Learning: Summarize	SE: 439 Essential Question	
62.	CCSS.Literacy in H/SS.6-8.3	Key Ideas and Details: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	PG-CC: T33, Evaporation Theater	SE: 358 Feudalism: The Medieval Way of Life; Chart Skills	



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63.	CCSS.Literacy in H/SS.6-8.4	Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	PG-ER: T71 Vivid Writing	SE: 205 Key Terms	
64.	CCSS.Literacy in H/SS.6-8.5	Craft and Structure: Describe how a text presents information (e.g., sequentially, comparatively, causally).	PG-USC: T29 Lasting Ideals: Draw Conclusions	SE: 523 Analyze Cause and Effect	
65.	CCSS.Literacy in H/SS.6-8.6	Craft and Structure: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	SE: 221 21 st Century Learning: Analyze Media Content	PG-ESA: T29 myWorld Activity, #1-5	
66.	CCSS.Literacy in H/SS.6-8.7	Integration of Knowledge and Ideas: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	SE: 246–247 21 st Century Learning: Solve Problems	SE: 329 21 st Century Learning: Mapping Life Expectancy	
67.	CCSS.Literacy in H/SS.6-8.8	Integration of Knowledge and Ideas: Distinguish among fact, opinion, and reasoned judgment in a text.	SE: 492-493 21 st Century Learning: Media Watchdog	SE: 735 Getting to the Truth: Fact or Opinion?	
68.	CCSS.Literacy in H/SS.6-8.9	Integration of Knowledge and Ideas: Analyze the relationship between a primary and secondary source on the same topic.	PG-CC: 120 Categorize	SE: 126 Analyze Primary and Secondary Sources	
69.	CCSS.Literacy in H/SS.6-8.10	Range of Reading and Level of Text Complexity: By the end of grade 8, read and comprehend dhistory/social studies texts in the grades 6–8 text complexity band independently and proficiently.	SE: 159 21 st Century Learning	SE: 673 21 st Century Learning	



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SECTION 2.A: COMMON CORE READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES				TOTAL SECTION 2.A SUBTOTAL	
		SECTION 2.B: COMMON CORE WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	Citation Level 2	Citation Level 3	Score
	CCSS.ELA-Literacy.WHST.6-8.1	Text Types and Purposes: Write arguments focused on discipline-specific content:			
70.	CCSS.Literacy in H/SS.6-8.1A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	SE: 409 21 st Century Learning: Communication	SE: 101 #3 Writing Task	
71.	CCSS.ELA-Literacy.WHST.6-8.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	PG-MA: T48 Learn - Challenge	PG-ER: T96 Challenge	
72.	CCSS.ELA-Literacy.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	PG-ER: T54 More Activities....Opinion Page	SE: 245 #3 Writing Task	
73.	CCSS.ELA-Literacy.WHST.6-8.1.D	Establish and maintain a formal style.	SE: 115 #3 Writing Task	PG-MA: T38 More Activities... Help Wanted	
74.	CCSS.ELA-Literacy.WHST.6-8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.	PG-USC: T54 Challenge	PG-ER: T48 Activity	



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	CCSS.Literacy in H/SS.6-8.2	Text Types and Purposes: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes:			
75.	CCSS.ELA-Literacy.WHST.6-8.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	SE: 329 #1-3	SE: 672-673 #1-3 Presentation	
76.	CCSS.ELA-Literacy.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	PG-SA: T29 In the Line of Fire	SE: 857 21 st Century Learning	
77.	CCSS.ELA-Literacy.WHST.6-8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	SE: 797 21 st Century Learning	SE: 577 #3 Writing Task	
78.	CCSS.ELA-Literacy.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.	PG-ER: T19 myWorld Activity' What's the News in Rome?	SE: 857 #3 Writing Task	
79.	CCSS.ELA-Literacy.WHST.6-8.2.E	Establish and maintain a formal style and objective tone	PG-AP: T24 More Activities... Nuclear Research	SE: 525 #3 Writing Task	
80.	CCSS.ELA-Literacy.WHST.6-8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.	PG-AP: T12 #3 Activity	SE: 185 #3 Writing Task	
81.	CCSS.ELA-Literacy.WHST.6-8.4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SE: 101 #3 Writing Task	SE: 369 #3 Writing Task	



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82.	CCSS.ELA-Literacy.WHST.6-8.5	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	SE: 409 #3 Writing Task	SE: 703 #3 Writing Task	
83.	CCSS.ELA-Literacy.WHST.6-8.6	Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	PG-SA: T10 More Activities...Travel Website	PG-ESA: T33 Multimedia Presentation	
84.	CCSS.ELA-Literacy.WHST.6-8.7	Research to Build and Present Knowledge: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	SE: 577 21 st Century Learning: Search for Information on the Internet	PG-ESA: T10 More Activities...On the Go	
85.	CCSS.ELA-Literacy.WHST.6-8.8	Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	PG-ESA: T44 More Activities...Samurai Armor	SE: 83 21 st Century Learning	
86.	CCSS.ELA-Literacy.WHST.6-8.9	Research to Build and Present Knowledge: Draw evidence from informational texts to support analysis, reflection, and research.	SE: 277 #3 Writing Task	SE: 327 #3 Writing Task	

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87.	CCSS.ELA-Literacy.WHST.6-8.10	Range of Writing: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	SE: 159 #3 Writing Task	SE: 491 #3 Writing Task	
SECTION 2.B: COMMON CORE WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES				TOTAL SECTION 2.B SUBTOTAL	

▪ **Publisher:** _____



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- Section 2.C-2.D criteria are scored as to whether the evidence occurs in the instructional material; they are NOT scored using Bloom’s.
- Citations for Section 2.C-2.D “Other Relevant Criteria” will usually refer to the Teacher Edition or the Student Edition.
- List one citation per occurrence cell.
- All three citation occurrences must be found satisfactory by the Reviewer to meet the requirements of the standard.

Reviewer: Use the Teacher’s Edition and the Student Edition to conduct this portion of the review.

- Zero (0): One or more of the citations did not meet the requirements of the standard
- Five (5): All 3 citations met the requirements of the standard.

	SECTION 2.C: Other Relevant Criteria – Publisher’s Criteria	Occurrence 1	Occurrence 2	Occurrence 3	Score
	Materials aligned with standards provide sequential, cumulative instruction and practice opportunities for a full range of foundational skills. <i>(Specify or cite how the following instructional recommendations occur within this curriculum.)</i>	Occurrence 1	Occurrence 2	Occurrence 3	Score
88.	Speaking and Listening: Materials help teachers plan substantive academic discussions around grade-level topics and texts that students have studied and researched. Text provides opportunities to strengthen students’ listening skills.	PG-MA: T10 More Activities...Local Connections	PG-SA: T24 More Activities...Round Table	PG-A: T38 myWorld Activity, Cause and Effect Pairs	
89.	Speaking and Listening: Provide opportunities for students to develop oral fluency (e.g., oral presentation).	PG-ER: T54 myWorld Activity	PG-A: T16 The Promise of Independence	SE: 672-673 21 st Century Learning: Make a Difference	
90.	Speaking and Listening: Provide multimedia and technology sources so students can compare and contrast the knowledge they gain from reading texts to multimedia sources.	SE: 733 21 st Century Learning: Search for Information on the Internet	SE: 221 21 st Century Learning: Analyze Media Content	SE: 15 21 st Century Learning: Evaluate Web Sites	

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**PAGE 27 Score
Subtotal**



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91.	Academic Vocabulary: Provide focused resources to support students' acquisition of both general academic vocabulary and domain-specific vocabulary.	PG-CC: T3 Visual Glossary	PG-ESA: T23 ELL Support	PG-USC: T9 ELL Support	
92.	Content: Provide clearly stated learning goals and objectives for lessons and tasks aligned with the CCSS.	PG-USC: 152, Guide on the Side	PG-CC: T42 Lesson Plan Objectives and Set Expectation	PG-CC: T74 Lesson Plan Objectives and Set Expectations	
93.	Content: Provide a scope and sequence that enables students to demonstrate their independent capacity to read and write at the appropriate level of complexity and sophistication defined by the standards.	PG-Overview: 52	PG-Overview: 58	PG-USC: T2-T3 Chapter Resource Guide	
94.	Equity: Offer strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.	PG-A: T20 L1-L4 Support Activities	PG-SA: T14 L1, L4 Support Activities	PG-SCA: T15 ELL Support	
95.	Equity: Provide a balanced representation of people and points of view and is free of bias regarding issues such as race, gender, religion, environment, business, industry, political orientation, careers, and career choices.	SE: 586 Essential Question	PG-SWA: T16- T17 Comparing Religions	PG-AP: 858-859 21 st Century Learning: Develop Cultural Awareness	
96.	Equity: Provide opportunities for teacher and students to integrate with other content areas.	PG-A: T80–T81 Human Bar Graph	PG-SWA: T12 Enrichment: The Science of Desalination	PG-SWA: T74 Enrichment: Rumi's Poetry	



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97.	Assessment: Offer assessment tools that measure student progress in all strands of the CCSS.	SE: 54 Think Critically	SE: 159 Document-Based Questions	SE: 577 21 st Century Learning	
98	Assessment: Offer varied formative and summative assessment tools, clearly defining which standards are being assessed.	PG-USC: T5 myWorld Chapter Activity	PG-A: T33 myWorld Chapter Activity	PG-SWA: T61 myWorld Chapter Activity	
99	Technology and Digital Resources: Materials include teacher supports, strategies and resources in the Teacher Edition that are user-friendly and supportive of student learning.	PG-Overview: 27	SE: 577 21 st Century Learning: Search for Information on the Internet	PG-SWA: T4 Explore my worldgeography.com	
100	Technology and Digital Resources: Materials include teacher supports, strategies and resources in the Teacher Edition that are user-friendly and supportive of student learning.	PG-MA: T4 Explore my worldgeography.com	SE: 491 21 st Century Learning: Search for Information on the Internet	PG-USC: T4 Explore my worldgeography.com	
SECTION 2.C – OTHER RELEVANT CRITERIA – PUBLISHER’S CRITERIA				SECTION 2.C SUBTOTAL	



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	SECTION 2.D: Other Relevant Criteria – Student/Teacher Edition	Occurrence 1	Occurrence 2	Occurrence 3	Score
101	The textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability.	SE: 172 Photo	SE: 502 Photo	SE: 584 Photo	
102	The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences.	SE: 587-589 myStory	SE: 645-647 myStory	SE: 681-683 myStory	
103	The textbook provides an introduction to the lesson including the comprehension questions (i.e., focus questions or guiding questions) the student will be expected to answer at the conclusion of the classroom instruction.	PG-MA: T3 Connect to the Essential Question	PG-SA: T3 Connect to the Essential Question	PG-ER T81 Connect to the Essential Question	
104	The textbook provides activities for students to make interdisciplinary connections to science, language arts, math, music, art and sports plus connections with their personal experiences.	PG-CC: T87 Disappearing Technology	PG-MA: T46 Maya Math	PG-ER: T112 Enrichment: Pablo Picasso	
105	The textbook provides references to support student learning such as a glossary and word lists.	SE: 860-875 Atlas	SE: 876-883 Country Databank	SE: 886-909 Glossary	
106	Within each lesson of the Teacher’s Edition, there are clear measurable learning objectives and opportunities for differentiated instruction.	PG-Overview: 39	PG-ESA: T20 L2, ELL, Remediate Support	PG-USC: T8 L1, L2, L4, ELL Support	
107	The Teacher’s Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners.	PG-ER: T72 L2, L4, and ELL Support	PG-MA: T5 L2, L3, L4, ELL Support	PG-A: T14 Special Needs	

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108	The Teacher’s Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.)	PG-SA: T36 ELL Support	PG-ER: T73 ELL Support	PG-SCA: T37 ELL Support	
109	The Teacher’s Edition provides writing activities where students explain their thinking.	PG-AP: T12 Activity	PG-SCA: T18 Activity	PG-SA: T40 Activity	
110	The Teacher’s Edition provides cooperative learning strategies.	PG-SCA: T16 Frozen in Time	PG-ER: T46-T47 A Life-Changing Product	PG-ESA: T24 Take a Stand on the Three Gorges Dam	
111	The Teacher’s Edition provides the teacher with instructional strategies for every lesson.	PG-MA: T8-205 Chapter 3: Section 1 Lesson Plan	PG-CA: T14-517 Chapter 13: Section 2 Lesson Plan	PG-SCA: T8-T9 Chapter 21: Section 1 Lesson Plan	
112	The Teacher’s Edition embeds various assessments (e.g., pre- and post-tests, self-assessments, written reflections, mid-unit quizzes, quick checks for understanding of the key concepts, etc.) that address lesson and/or chapter objectives.	PG-A: T61 Assess Enduring Understandings	PG-SCA: T19 Section Quiz	PG-AP: 856-857 Chapter Assessment	
113	The Teacher’s Edition embeds student assessments that are accompanied by student work exemplars and score identification of concepts and skills to support further instruction, differentiation, remediation or acceleration.	PG-USC: T2 Understand: Assessment Booklet	PG-ESA: 768-769 Chapter Assessment	PG-ER: T37 Section Quiz	

SECTION 2.D – OTHER RELEVANT CRITERIA – STUDENT/TEACHER EDITION	SECTION 2.D SUBTOTAL	
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Savvas myWorld Geography, Survey Edition Abbreviation Key

ProGuide (Teacher's Guides) Abbreviations

PG-CC: Core Concepts
PG-USC: US and Canada
PG-MA: Middle America
PG-SA: South America
PG-ER: Europe and Russia
PG-A: Africa
PG-SWA: Southwest Asia
PG-SCA: South and Central Asia
PG-ESA: East and Southeast Asia
PG-AP: Asia and the Pacific