

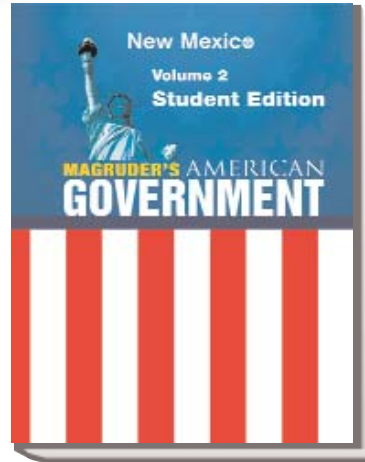
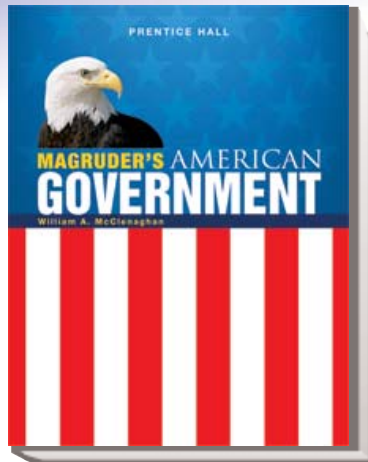
Prentice Hall

Grades 9-12

Magruder's American Government © 2010 (Volume 1)

and

*Magruder's American Government,
New Mexico Edition* © 2011 (Volume 2)



C O R R E L A T E D T O

New Mexico, Civics & Government Standards for Grades 9-12
Publisher Alignment Document (Form F)

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Instructional Material Bureau
Summer 2010 Adoption Review Institute
Form F: *Publisher Alignment Form & Review Scoring Rubric*
9-12 Civics & Government

Publis Publisher information and instructions:

Publisher: Pearson Education, Inc., publishing as Prentice Hall	Submitted by (name) : Hope Heredia
E-mail: hope.heredia@pearson.com	Phone: 201-236-5445
Title of Student Edition: Magruder's American Government © 2010, Volume 1; Magruder's American Government © 2011, Volume 2, Custom NM Edition	ISBN: 9780132532747
Title of Teacher Edition: Magruder's American Government © 2010	ISBN: 9780133731736

Alignment contact information:

Completed by (name): McCormick Associates, Inc.	E-mail: mccormedit@aol.com
Phone: (718) 544-1839	Date: May 3, 2010

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

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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:
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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.

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

<u>POINTS</u>	<u>COLUMN</u>	<u>DEFINITION</u>
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 ↓	Item Count	YES ↓
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis			
I. 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.						
I-A. Compare and analyze the structure, power, and purpose of government at the local, state, tribal, and national levels as set forth in their respective constitutions or governance documents.						
I-A(1). Analyze the structure, powers, and role of the legislative branch of the United States government, to include:						
I-A(1)a. specific powers delegated in Article I of the Constitution	Vol. 1, 297-2	Vol. 1, 305 The Expressed Powers chart (student Q)	Vol. 1, 326-Q 7		1	
I-A(1)b. checks and balances described in The Federalist Papers Number 51	Vol. 1, 794-796	Vol. 1, 796- Analyzing Documents, Q 2	Vol. 1, 796- Analyzing Documents, Q 3		2	
I-A(1)c. lawmaking process	Vol. 1, 354-355- How Government Works	Vol. 1, 354- How a Bill Becomes Law (question)	Vol. 1, 358- Apply What You've Learned Q 13		3	
I-A(1)d. role of leadership within Congress	Vol. 1, 333- Leadership in the 111 th Congress (332-5 to 337)	Vol. 1, 333 Interpreting Charts	Vol. 1, 337- Critical Thinking questions		4	
I-A(1)e. Federalist and anti-Federalists positions.	Vol. 1, 60- Federalist/Anti-Federalist Argument	Vol. 1, 62-Section Assessment Q 1	Vol. 1, 60-Two Sides of Ratification (question)		5	
I-A(2). Analyze the structure, powers, and role of the executive branch of the United States government, to include:						
I-A(2)a. specific powers delegated in Article II of the Constitution	Vol. 1, 421-The Powers of the President	Vol. 1, 409- Section Assessment Q 1	Vol. 1, 422-Q 13		6	
I-A(2)b. checks and balances	Vol. 1, 73- How	Vol. 1, 420 Q 1	Vol. 1, 420-Q 6		7	

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SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWERS' PAGE TOTALS→→→→→				NO ↓	Item Count	YES ↓
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis			
	Government Works					
I-A(2)c. development of the Cabinet and federal bureaucracy	Vol. 1, 429-How Government Works	Vol. 1, 429- The Executive Branch (question)	Vol. 1, 452- Apply What You've Learned Q 13		8	
I-A(2)d. roles and duties of the presidency, including those acquired over time such as "head of state" and "head of a political party."	Vol. 1, 364-2	Vol. 1, 368- Section Assessment Q 2	Vol. 1, 396- Q 1		9	
I-A(2)e. Examine the election of the president through the nomination process, national conventions, and Electoral College.	Vol. 1, 382-383- How Government Works; 395-How the Electoral College Works	Vol. 1, 189- Nominating a President (question)	Vol. 1, 396- Apply What You've Learned 13		10	
I-A(3). Analyze the structure, powers, and role of the judicial branch of the United States government, including landmark United States Supreme Court decisions, to include:						
I-A(3)a. specific powers delegated by the Constitution in Article III and described in the Federalist Papers Numbers 78-83	Vol. 1, 797-800	Vol. 1, 800- Analyzing Documents Q 2	Vol. 1, 800- Analyzing Documents Q-3		11	
I-A(3)b. checks and balances	Vol. 1, 73-How Government Works	Vol. 1, 73- Interpreting Diagrams (question)	Vol. 1, 77- Think Critically Q 2		12	
I-A(3)c. judicial review as developed in Marbury v. Madison	Vol. 1, 76-77	Vol. 1, 75 Section Assessment Q 5	Vol. 1, 537 Critical Thinking questions		13	
I-A(3)d. issues raised in McCulloch v. Maryland	Vol. 1, 310-311	Vol. 1, 311- Thinking Critically, Q 1	Vol. 1, 311- Thinking Critically, Q 2		14	
I-A(3)e. dual court system of state and federal governments, including their organization and	Vol. 1, 521-1	Vol. 1, 523-Types of Jurisdiction	Vol. 1, 542-Q 2		15	

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SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWERS' PAGE TOTALS→→→→→				NO ↓	Item Count	YES ↓
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis			
jurisdiction.		(question)				
I-A(4). Analyze the rights, protections, limits, and freedoms included within the United States Constitution and Bill of Rights, to include:						
I-A(4)a. constitutional mandates such as the right of habeas corpus, no bill of attainder, and the prohibition of the ex post facto laws	Vol. 1, 592-593	Vol. 1, 599-Section Assessment Q 1	Vol. 1, 608-Q-14		16	
I-A(4)b. 1st Amendment guarantees freedom of religion, speech, press, assembly, and petition	Vol. 1, 573-First Amendment Freedoms	Vol. 1, 574-Q 1	Vol. 1, 575-Q 5		17	
I-A(4)c. 4th, 5th, and 6th Amendments address search and seizure, rights of the accused, right to a fair and speedy trial, and other legal protections	Vol. 1, 594-595 How Government Works	Vol. 1, 599-Section Assessment Q 5	Vol. 1, 601 Thinking Critically Q 2		18	
I-A(4)d. 14th Amendment protection of due process and equal protection under the law	Vol. 1, 549-3	Vol. 1, 550-Section Assessment Q 4	Vol. 1, 549-Interpreting Charts		19	
I-A(4)e. conflicts which occur between rights, including tensions between the right to a fair trial and freedom of the press and between majority rule and individual rights	Vol. 1, 548-3	Vol. 1, 574-Apply What You've Learned	Vol. 1, 609-Q 5		20	
I-A(4)f. expansion of voting rights, limitation of presidential terms, etc.	Vol. 1, 153-The Five Stages of Expanding Suffrage	Vol. 1, 155-Section Assessment (Essay)	Vol. 1, 397- Q 3		21	
I-A(5). Compare and contrast the structure and powers of New Mexico's government as expressed in the New Mexico Constitution with that of the United States Constitution, to include:						
I-A(5)a. direct democracy in the initiative, referendum, and recall process	Vol. 2, 28-4	Vol. 2, 30-Q 1	Vol. 2, 30-Activity		22	
I-A(5)b. impeachment process	Vol. 2, 7-4	Vol. 1, 321 The Impeachment Process	Vol. 1, 321 The Impeachment Process (question)		23	

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SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWERS' PAGE TOTALS→→→→→				NO ↓	Item Count	YES ↓
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis			
I-A(5)c. process of voter registration and voting	Vol. 2, 31	Vol. 2, 33-Q 1	Vol. 1, 180-Apply What You've Learned Q 14		24	
I-A(5)d. role of primary elections to nominate candidates	Vol. 2, 32-7	Vol. 1, 191 Analyzing Maps (question)	Vol. 1, 192 Section Assessment (Essay)		25	
I-A(5)e. how a bill becomes a law	Vol. 2, 8-1	Vol. 2, 356-Q 2	Vol. 2, 358 - Apply What You've Learned		26	
I-A(5)f. executive officers and their respective powers	Vol. 2, 11-2	Vol. 1, 725 Choosing Executive Officers (question)	Vol. 1, 726 Section Assessment Q 5		27	
I-A(5)g. New Mexico courts, appointment of judges, and election and retainment processes for judges	Vol. 2, 14-1	Vol. 2, 17-Q 1	Vol. 2, 17-Activity		28	
I-A(5)h. organization of county and municipal governments.	Vol. 2, 22-1	Vol. 2, 21-Activity	Vol. 2, 24-Q 3		29	
I-A(6). Describe and analyze the powers and responsibilities of (including the concept of legitimate power) local, state, tribal, and national governments.	Vol. 1, 770	Vol. 1, 770 Essential Question Warmup	Vol. 1, 738 Essential Question Activity		30	
I-B. Analyze how the symbols, icons, songs, traditions, and leaders of New Mexico and the United States exemplify ideals and provide continuity and a sense of unity.						
I-B(1). Analyze the qualities of effective leadership.	Vol. 1, 369	Vol. 1, 369- Q 1	Vol. 1, 369- Q-3		31	
I-B(2). Evaluate the impact of United States political, tribal, and social leaders on New Mexico and the nation.	Vol. 2, 34-1	Vol. 2, 36-Q 2	Vol. 2, 36-Activity		32	
I-B(3). Analyze the contributions of symbols, songs, and traditions toward promoting a sense of unity at the state and national levels.	Vol. 2, 37-1	Vol. 2, 39-Q 1	Vol. 2, 39-Activity		33	
I-B(4). Evaluate the role of New Mexico and United States symbols, icons, songs, and traditions in providing	Vol. 2, 37-1	Vol. 2, 39-Q 1	Vol. 2, 39-Activity		34	

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SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWERS' PAGE TOTALS→→→→→				NO ↓	Item Count	YES ↓
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis			
continuity over time.						
I-C. Compare and contrast the philosophical foundations of the United States political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world.						
I-C(1). Analyze the structure, function, and powers of the federal government (e.g., legislative, executive, and judicial branches).	Vol. 1, 71-2	Vol. 1, 71 Checkpoint	Vol. 1, 5 chart question		35	
I-C(2). Analyze and explain the philosophical foundations of the American political system in terms of the inalienable rights of people and the purpose of government, to include:						
I-C(2)a. Iroquois League and its organizational structure for effective governance	Vol. 2, 42-4	Vol. 2, 43-Q 1	Vol. 2, 43-Activity		36	
I-C(2)b. basic philosophical principles of John Locke expressed in the Second Treatise of Government (nature, equality, and dissolution of government)	Vol. 1, 784	Vol. 1, 784 Analyzing Documents	Vol. 1, 55-The Enlightenment and American Government (question)		37	
I-C(2)c. foundation principles of laws by William Blackstone (laws in general and absolute rights of individuals)	Vol. 2, 46-1	Vol. 2, 46-Q 2	Vol. 2, 46-Activity		38	
I-C(2)d. importance of the founders of the Rights of Englishmen, the Magna Carta, and representative government in England.	Vol. 1, 32 Foundations of American Rights	Vol. 1, 781 Analyzing Documents	Vol. 1, 34-Q 5		39	
I-C(2)e. Analyze the fundamental principles in the Declaration of Independence.	Vol. 1, 41-1	Vol. 1, 47- Q 1	Vol. 1, 47 Q 5		40	
I-C(3). Analyze the historical sources and ideals of the structure of the United States government, to include:						
I-C(3)a. principles of democracy	Vol. 1, 13-2	Vol. 1, 26- Q 5 (a)	Vol. 1, 27- Q 3		41	
I-C(3)b. essential principles of a republican form of government	Vol. 1, 13-8	Vol. 1, 26- Q 5 (b)	Vol. 1, 13-chart questions		42	
I-C(3)c. code of law put forth in the Code of Hammurabi	Vol. 1, 30-footnote 1	Vol. 1, 780-Q 1	Vol. 1, 780-Q 2		43	

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SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWERS' PAGE TOTALS→→→→→				NO ↓	Item Count	YES ↓
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis			
I-C(3)d. separation of powers as expressed by the Baron of Montesquieu	Vol. 1, 55-The Enlightenment and American Government-3; 653-4	Vol. 1, 660-Section Review Q.2	Vol. 1, 55-The Enlightenment and American Government question		44	
I-C(3)e. checks and balances as expressed by Thomas Hobbs	Vol. 1, 8-6	Vol. 1, 9-Checkpoint	Vol. 1, 8-Origins of the State (question)		45	
I-C(3)f. ideas of individual rights developed in the English Bill of Rights	Vol. 1, 783	Vol. 1, 32 Foundation of American Rights (question)	Vol. 1, 783-Analyzing Documents		46	
I-C(3)g. role of philosophers in supporting changes in governments in the 18th and 19th centuries (e.g., Locke, Rousseau, Voltaire).	Vol. 1, 55-The Enlightenment and American Government	Vol. 1, 660-Section Assessment Q.2	Vol. 1, 55-The Enlightenment and American Government (question)		47	
I-C(4). Compare and contrast the concepts of courts and justice from Henry II of England to the court system of today.	Vol. 2, 44-2	Vol. 2, 45-Q 1	Vol. 2, 45-Q 4		48	
I-C(5). Compare and contrast the unitary, confederal, and federal systems.	Vol. 1, 16 Distribution of Power	Vol. 1, 18-Section Assessment Q 2 (b)	Vol. 1, 18 Section Assessment Q 5		49	
I-C(6). Analyze the ways powers are distributed and shared in a parliamentary system.	Vol. 1, 18-2	Vol. 1, 18-Section Assessment Q 3	Vol. 1, 26-Q 7		50	
I-C(7). Compare and contrast the different philosophies, structures, and institutions of democratic versus totalitarian systems of government.	Vol. 1, 12-5	Vol. 1, 15 (question)	Vol. 1, 18-Section Assessment-Q 4		51	
I-C(8). Analyze and evaluate the concept of limited government and the rule of law.	Vol. 1, 70-2	Vol. 1, 75-Section Assessment Q 4 (a)	Vol. 1, 75-Section Assessment Q 4 (c)		52	

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SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWERS' PAGE TOTALS→→→→→				NO ↓	Item Count	YES ↓
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis			
I-C(9). Compare and contrast the characteristics of representative governments.	Vol. 1, 15-Democracy	Vol. 1, 672 - Section Assessment Q 3	Vol. 1, 672 - Section Assessment Q 5		53	
I-C(10). Compare and contrast characteristics of Native American governments with early United States government.	Vol. 1, 32-footnote 2	Vol. 1, 42-Section Assessment Q 2	Vol. 1, 51-Section Assessment-Q 2		54	
I-C(11). Compare and contrast the philosophical foundations of forms of government to understand the purpose of the corresponding political systems (e.g., socialism, capitalism, secular, theocratic, totalitarian)	Vol. 1, 678-2	Vol. 1, 688 Marxist Economies (question)	Vol. 1, 702- Q 9		55	
I-C(12). Analyze the role that the United States has played as a constitutional republican government for nations around the world.	Vol. 1, 35	Vol. 1, 35 Q 1	Vol. 1, 35 Q 2		56	
I-D. Understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring, and influencing.						
I-D(1). Describe and analyze the influence of the non-elected (e.g., staff, lobbyists, interest groups).	Vol. 1, 242-1	Vol. 1, 262- Q 12	Vol. 1, 262-Q 13		57	
I-D(2). Analyze the rights and obligations of citizens in the United States, to include:						
I-D(2)a. connections between self-interest, the common good, and the essential element of civic virtue as described in The Federalist Papers Numbers 5 and 49	Vol. 1, 547-8	Vol. 1, 574-Q 2	Vol. 1, 550-Essay		58	
I-D(2)b. obeying the law, serving on juries, paying taxes, voting, registering for selective service, and military service.	Vol. 1, 23-4-6	Vol. 1, 23 Analyzing Charts	Vol. 1, 24-Section Assessment Q 5		59	
I-D(3). Demonstrate the skills needed to participate in government at all levels, to include:						
I-D(3)a. analyze public issues and the political system	Vol. 1, 110	Vol. 1, 110 -Q 2	Vol. 1, 110- Q 1		60	
I-D(3)b. evaluate candidates and their positions	Vol. 1, 169-5	Vol. 1, 369-Q 1	Vol. 1, 369-Q 3		61	
I-D(3)c. debate current issues.	Vol. 1, 568	Vol. 1, 568 Q 2	Vol. 1, 568 Q 3		62	
				NO	YES	Item Count

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SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWERS' PAGE TOTALS → → → →				NO ↓	Item Count	YES ↓
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis			
REVIEWER'S SECTION I TOTALS ADD PAGE TOTALS FROM SECTION I AND ENTER HERE						

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 → → → → →

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	NO (0)	YES (5)	Item Count
				↓	↓	
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.	22-Political Cartoon Mini-Lesson	579-Bellringer-Differentiate [L2] [L3]	614 Predict Assimilation Patterns			1
B. Avoids stereotyping.	84 Teach-Assess	227 Lesson Goal-Teach	613-614 Discuss Diversity			2
C. Learning objectives and instructional strategies are explicit for every lesson and every chapter.	T46-T47	T70-T71	T94-T95			3
D. Lesson objectives stated at the beginning of each lesson and are reinforced in a variety of ways.	4-9 (Lesson Goals-Extend The Lesson)	365-367 (Lesson Goals-Extend The Lesson)	743-747 (Lesson Goals-Extend The Lesson)			4

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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.	30-Guiding Question	36 Guiding Question	48 Guiding Question			5
F. Includes vocabulary list at the beginning of each lesson.	SE: 4- Political Dictionary TE: T46 Prereading and Vocabulary Worksheet 7	SE: 30- Political Dictionary TE: T48 Prereading and Vocabulary Worksheet 56	SE: 68- Political Dictionary TE: T506 Prereading and Vocabulary Worksheet 129			6
G. A variety of cultural perspectives are used in content.	552- Teach	613-615 Teach	619-622 Teach			7
H. Uses visual aids to identify concepts and relationships.	248 Compile and Categorize	346 Make It Visual	594 Diagram Rights of the Accused			8
I. Uses visual aids to illustrate new words.	T15-6 Differentiated Resources (Prereading and Vocabulary Worksheets)	Citation 2 29 Present Government online	Citation 3 350 Teach			9
J. Both content and graphic/visual aids represent the diverse populations of the world.	15 Distribute Core Worksheet	508 Brainstorm/ Worksheet	653 Guiding Question			10
K. Provides substantial support and resources for differentiated instruction, including <i>(score each item separately)</i> :						

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REVIEWERS' PAGE TOTALS → → → → →

				NO (0) ↓	YES (5) ↓	Item Count
SECTION II: OTHER RELEVANT CRITERIA						
	Citation 1	Citation 2	Citation 3			
1. Clear, explicit instructions to students	256- Distribute Core Worksheet	485 Write a Newspaper Article	605 Evaluate Editorials- Extend the Lesson [L3]			11
2. Explicit strategies for teachers	173 Consider Alternatives	251-Extend the Lesson	765 Follow Up the Activity			12
3. Review & guided practice to refine new skills	28 Skills Development	92 Skills Development	150 Skills Development			13
4. Ongoing review & skill practice to refine previously acquired skills	205-Follow-Up the Activity	374-375 Bellringer-Extend the Lesson	653 Skills Development			14
L. Includes content and information that support a variety of approaches to instruction, including (score each item separately):						
1. Writing activities	S3-S5 Get Started to Assess and Remediate	S6-S8 Get Started to Assess and Remediate	S9-S10 Get Started to Assess and Remediate			15
2. Speaking activities	99 Debate	153 Discuss the Photograph	174-175 Distribute Core Worksheets- Review Presentations			16
3. Project-based learning assignments	233 Design a Home Page	596 Simulate Supreme Court Cases	754-Extend the Lesson			17

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REVIEWERS' PAGE TOTALS → → → → →

				NO (0) ↓	YES (5) ↓	Item Count
SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3			
4. Interdisciplinary instruction	110-Activate Prior Knowledge	472 Teach	652 Teach			18
5. Thematic instruction across genres	28-Activate Prior Knowledge	66 Activate Prior Knowledge	454 Activate Prior Knowledge			19
6. Activities that elicit critical thinking, such as collaborative group work, writing, speaking, researching, and interviewing	33-Extend the Lesson	235-Extend the Lesson	511-Extend the Lesson			20
M. Provides material and support for explicitly teaching comprehension.	44 Teach	123-124 Teach-Discuss	474-475 Teach-Review Core Worksheet			21
N. Incorporates increasingly complex practice into lessons.	61 Extend the Lesson	323 Extend the Lesson	765 Follow Up the Activity to Extend the Lesson			22
O. Provides writing and speaking activities for students to make connections across reading selections, contemporary and classical culture, and their personal experiences. Some <i>examples</i> of this might include: → discussing/responding to open-ended prompts; → tracing cause and effect relationships; → comparing real life situations; → dramatizing, or; → tracing themes.	77 Letter to the Editor	272 Lesson Goal-Assess and Remediate	731 Lesson Goal-Assess and Remediate			23
P. Provides instructional support for the development of academic language and the practice of academic language through listening, reading, speaking/discussing, and writing.	21 Cover the Basics	96- Cover the Basics	568 Lesson Goal-Assess and Remediate			24

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

REVIEWERS' PAGE TOTALS → → → → →

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	NO (0) ↓	YES (5) ↓	Item Count
	Q. Extensive and varied opportunities to practice targeted skills.	52 Skills Development	103 Skills Development	626 Skills Development		

REVIEWER'S SECTION II TOTALS

	NO	YES	Item Count

REVIEWER'S GRAND TOTALS

	NO	YES	Item Count