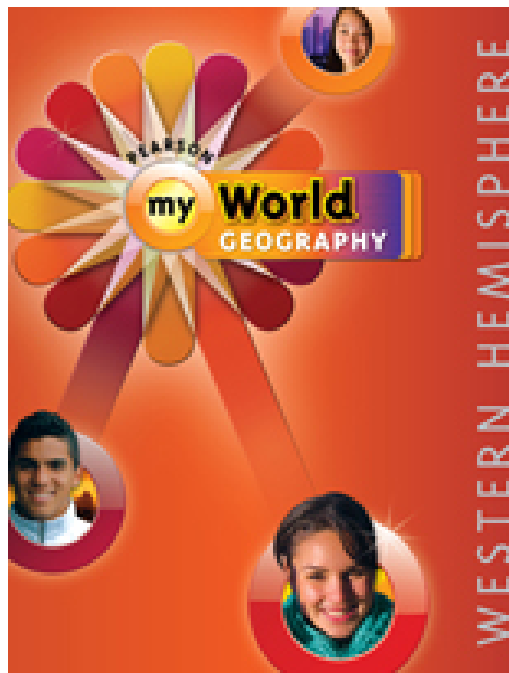


A Correlation of

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To the

New Mexico Social Studies
Performance Standards
Grade 7

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Introduction

This document demonstrates how **myWorld Geography, Western Hemisphere, ©2011**, meets the New Mexico Content Standards with Benchmarks and Performance Standards for Grade 7. Correlation page references are to the Student Edition and Teacher ProGuide.

The ProGuide is a next generation Teacher's Edition that combines a lightweight unit-by-unit approach with time-saving strategies, comprehensive *Understanding by Design™* lesson plans, activity-based curriculum options, and reproducible student resources.

- **myWorld Geography** engages 21st century learners by integrating myWorldGeography.com and the Student Edition with the goal of expanding their understanding of the world and its people.
- **Connect** with *myStory*: Watch your students connect to the stories of real teens – from around the world – in this one-of-a-kind video series.
- **Experience** Virtual Travel: Students travel across regions and through time completing game-based assignments tied to Essential Questions.
- **Understand** World Geography: Informal and formal assessments, both in print and online, ensure that your students grasp the important concepts.

myWorld Geography Western Hemisphere Units

Unit 1: United States and Canada

Unit 2: Middle America

Unit 3: South America

Unit 4: Europe and Russia

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|--|--|
| STRAND: History | |
| Content Standard I: 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. Students will: | |
| 5-8 Benchmark 1-A. New Mexico: explore and explain how people and events have influenced the development of New Mexico up to the present day: | |
| Performance Standards | |
| 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: | |
| a. effect on world economies and trade; | SE/PG: Native Americans Before European Contact, 152–153; Spanish Rule to Independence, 224–225; Colonization and Slavery, 253–254; Cultures Collide, 290–291 |
| b. roles of people, class structures, language; | SE/PG: Early Mexico, 222–223; Early Civilizations, 252–253; Cultures Collide, 290–291; Early History: Incas, 320–321 |
| c. religious traditions and forms of government; and | SE/PG: Native American Groups of the West, 147; Native Americans Before European Contact, 152–153; Early Mexico, 222–223; Early Civilizations, 252–253; Cultures Collide, 290–291; Early History: Incas, 320–321; Primary Source: The Incas, 326–327; Ancient Greece, 382–389; Ancient Greek Literature, 390–391; Ancient Rome, 392–397 |
| d. cultural and scientific contributions (e.g., advances in astronomy, mathematics, agriculture, architecture, artistic and oral traditions, development of writing systems and calendars); | SE/PG: Students can explore this objective with the following: Native American Groups of the West, 147; Early Mexico, 222–223; Early Civilizations, 252–253; Cultures Collide, 290–291; Early History: Incas, 320–321; Primary Source: The Incas, 326–327; also see: The Arts, 94–95 |

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| <p>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);</p> | <p>SE/PG: Early History of the United States, 146–147; Native Americans Before European Contact, 152–153; also see: Early Mexico, 222–223; Early Civilizations, 252–253; Cultures Collide, 290–291; Early History: Incas, 320–321; Primary Source: The Incas, 326–327</p> |
| <p>3. explain the significance of trails and trade routes within the region (e.g., Spanish trail, Camino Real, Santa Fe trail);</p> | <p>SE/PG: For related material see: Westward Expansion, 149; Native Americans Before European Contact, 152–153; The United States Expands, 153–155; also see: Migration, 78–79</p> |
| <p>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 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 Oppenheimer, Smokey Bear, Dennis Chavez, Manuel Lujan, Manhattan project, Harrison Schmitt, Albuquerque international balloon fiesta);</p> | <p>SE/PG: For related material see: Westward Expansion, 149; Native Americans Before European Contact, 152–153; The United States Expands, 153–155</p> |
| <p>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); and</p> | <p>SE/PG: Climate and Resources, 140–141; Migration and Settlement, 142; United States: Regions, 143; Effects of Expansion, 155</p> |

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| 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. | SE/PG: Westward Expansion, 149; The United States Expands, 153–155 |
| 5-8 Benchmark 1-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: | |
| Performance Standards | |
| 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). | SE/PG: Opportunities to address this objective may be found with the following: Westward Expansion, 149; The United States Expands, 153–155 |
| 5-8 Benchmark 1-C. World: compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration: | |
| Performance Standards | |
| 1. compare and contrast the influence of Spain on the western hemisphere from colonization to the present. | SE/PG: European Contact, 152–153; also see: Early Mexico, 222–223; Spanish Rule to Independence, 224–225; Colonization and Slavery, 253–254; Cultures Collide, 290–291 |

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| 5-8 Benchmark 1-D. Skills: research historical events and people from a variety of perspectives: | |
| Performance Standards | |
| 1. analyze and evaluate information by developing and applying criteria for selecting appropriate information and use it to answer critical questions; | SE/PG: Assessment, 15–16, 28–29, 44–45, 54–55, 70–71, 82–83, 100–101, 114–115, 126–127; Chapter Assessment, 164–165, 196–197, 238–239, 268–269, 306–307, 338–339, 368–369, 416–417, 462–463, 499–500, 528–529, 562–563; Section Assessment, 145, 151, 155, 161, 177, 181, 187, 195, 217, 227, 237, 251, 263, 267, 289, 293, 301, 319, 325, 333, 351, 355, 363, 389, 397, 405, 415, 429, 437, 443, 449, 459, 475, 485, 491, 599, 513, 525, 541, 549, 557 |
| 2. demonstrate the ability to examine history from the perspectives of the participants; and | SE/PG: Fact and Opinion, 462; Identify Bias, 398, 430, 437, 493, 551; Analyze Primary and Secondary Sources, 126, 164, 256, 326, 430; Document–Based Questions, 15, 29, 45, 55, 71, 83, 101, 115, 127, 165, 197, 239, 269, 307, 339, 369, 417, 463, 500, 529, 563 PG only: Core Concepts Handbook: Historical Sources, T104, T105, 120–121; Guide on the Side: The US and Canada: 162–163, 188–189; Middle America, 228–229, 256–257; South America, 294–295, 326–327, 356–357; Europe and Russia, 390–391, 406–407, 430–431, 450–451, 492–493, 526–527, 550–551 |
| 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. | SE/PG: Critical Thinking: Problem Solving, 14, 397, 449, 462; Solve Problems, 54, 82, 319, 351, 363, 390, 407, 461, 528, 541; 21 st Century Learning Projects, 198–199, 270–271, 370–371, 564–565 |

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|---|---|
| STRAND: Geography | |
| Content Standard II: 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. Students will | |
| 5-8 Benchmark 2-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: | |
| Performance Standards | |
| 1. describe ways that mental maps reflect attitudes about places; and | <p>SE/PG: Opportunities to address this objective may be found with the following: Geography: The Study of Earth, 4–5; Ways to Show Earth’s Surface, 8–9; Understanding Maps, 10–11; Types of Maps, 12–13</p> <p>PG only: Core Concepts Handbook: Tools of Geography, T2–15</p> |
| 2. describe factors affecting location of human activities, including land-use patterns in urban, suburban and rural areas. | <p>SE/PG: Essential Question: Choosing a Site for a Factory, 307; Environment and Resources, 48–49; Land Use, 50–51; People’s Impact on the Environment, 52–53; Natural Resources: Andes, 317; Brazil, 347, Canada, 174–176; Caribbean, 288; Eastern Europe, 510, 511; Mexico, 214–215; Russia, 538–539; United States, 141; Western Europe, 471</p> |

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| 5-8 Benchmark 2-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: | |
| Performance Standards | |
| 1. select and explore a region by its distinguishing characteristics; | SE/PG: Tools of Geography, 2–15; Our Planet, Earth, 16–45; Climates and Ecosystems, 30–45; Chapter Atlas, 138–145, 170–177, 210–217, 244–251, 282–289, 312–319, 344–351, 468–475, 506–513, 534–541; Charts, Graphs, and Diagrams, 18, 20, 22, 33, 34, 37, 38, 45, 49, 55, 58, 59, 60, 61, 63, 64, 68, 71, 74, 81, 83, 97, 99, 101, 115, 133, 151, 157, 160, 176, 177, 183, 197, 205, 215, 234, 236, 237, 246, 248, 249, 250, 254, 260, 262, 269, 271, 277, 285, 289, 291, 293, 298, 301, 307, 315, 316, 323, 324, 329, 332, 339, 350, 351, 353, 362, 369, 377, 386, 393, 397, 404, 415, 417, 425, 426, 435, 439, 440, 446, 447, 463, 482, 484, 487, 488, 490, 497, 501, 509, 520, 521, 529, 538, 547, 553, 554, 555, 563 |
| 2. describe the role of technology in shaping the characteristics of places; | SE/PG: Essential Question: Technology Then and Now, 463; Technology, 484, 608; Culture and Technology, 97, 98–99; Economic Development, 65; Human-Environment Interaction, 51–53; Industrial Revolution, 442–443; Transportation, 98–99; Middle Ages, 411; Transportation, 77, 475, 538, 539; also see: Human-Environment Interaction, 46–55 PG only: Core Concepts Handbook: Human-Environment Interaction, T40–55 |

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| <p>3. explain how and why regions change, using global examples; and</p> | <p>SE/PG: Case Studies: The United States Expands, 152–155; Canada’s Icy North, 178–181; Rise and Fall of the Aztecs, 218–221; Cuba: Revolution to Today, 264–267; Civil Conflict in Colombia, 302–305; Bolivia: A Divided Nation, 334–337; Destruction of the Amazon Rain Forest, 364–367; Energy for the Future, 476–479; Influence of Religion on Cultures of Eastern Europe, 514–517; The Soviet Industrial Legacy, 558–561</p> |
| <p>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).</p> | <p>SE/PG: Trade, 66–67; NAFTA, 156, 158; The United States Today, 156–161; also see: Free-Trade Agreements, 261–262, 331–332</p> |
| <p>5-8 Benchmark 2-C: understand how human behavior impacts man-made and natural environments, recognize past and present results and predict potential changes:</p> | |
| <p>Performance Standards</p> | |
| <p>1. explain how differing perceptions of places, people and resources have affected events and conditions in the past;</p> | <p>SE/PG: Opportunities to address this objective may be found with the following: 21st Century Learning: Presentation on a Landform, 339; Case Studies: The United States Expands, 152–155; Canada’s Icy North, 178–181; Rise and Fall of the Aztecs, 218–221; Cuba: Revolution to Today, 264–267; Civil Conflict in Colombia, 302–305; Bolivia: A Divided Nation, 334–337; Destruction of the Amazon Rain Forest, 364–367; Energy for the Future, 476–479; Influence of Religion on Cultures of Eastern Europe, 514–517; The Soviet Industrial Legacy, 558–561</p> |

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| <p>2. interpret and analyze geographic information obtained from a variety of sources (e.g., maps, directly witnessed and surveillance photographic and digital data, personal documents and interviews, symbolic representations - graphs, charts, diagrams, tables, etc.);</p> | <p>SE/PG: Maps, 5, 6–7, 9, 10, 11, 12, 13, 14, 25, 27, 28, 35, 36, 39, 40–41, 42–43, 44, 50, 54, 65, 67, 70, 76, 82, 86, 90–91, 92–93, 100, 114, 122, 124, 125, 126, 128, 130, 132, 134, 139, 140, 141, 143, 144, 149, 158, 166, 171, 172, 173, 175, 188, 190, 206, 211, 212, 214, 216, 235, 240, 245, 246, 247, 248, 272, 274, 276, 278, 283, 284, 286, 287, 308, 313, 314, 317, 318, 321, 332, 340, 345, 346, 347, 354, 372, 374, 376, 378, 383, 388, 394, 396, 402, 403, 409, 410, 418, 427, 433, 436, 445, 448, 454, 455, 464, 469, 470, 471, 472, 474, 475, 481, 487, 502, 507, 508, 510, 512, 522, 530, 535, 536, 539, 540, 549, 556; Charts, Graphs, and Diagrams, 18, 20, 22, 33, 34, 37, 38, 45, 49, 55, 58, 59, 60, 61, 63, 64, 68, 71, 74, 81, 83, 97, 99, 101, 115, 133, 151, 157, 160, 176, 177, 181, 183, 192, 197, 205, 215, 234, 236, 237, 246, 248, 249, 250, 254, 260, 262, 269, 271, 277, 285, 289, 291, 293, 298, 301, 307, 315, 316, 323, 324, 329, 332, 339, 350, 351, 353, 362, 362, 369, 377, 386, 393, 397, 404, 415, 417, 425, 426, 435, 439, 440, 447, 463, 482, 484, 487, 488, 490, 497, 501, 509, 520, 521, 529, 538, 547, 553, 554, 555, 563</p> <p>PG only: Core Concepts Handbook: Tools of Geography, T2–15; See all Guide on the Side: Analyze Maps (examples), The US and Canada, 130, 139, 175; Middle America, 211, 216, 240; South America, 272, 287, 314; Europe and Russia, 376, 410, 464</p> |

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| 3. recognize geographic questions and explain how to plan and execute an inquiry to answer them; and | SE/PG: Assessment, 15–16, 28–29, 44–45, 54–55, 70–71, 82–83, 100–101, 114–115, 126–127; Chapter Assessment, 164–165, 196–197, 238–239, 268–269, 306–307, 338–339, 368–369, 416–417, 462–463, 499–500, 528–529, 562–563; Section Assessment, 145, 151, 155, 161, 177, 181, 187, 195, 217, 227, 237, 251, 263, 267, 289, 293, 301, 319, 325, 333, 351, 355, 363, 389, 397, 405, 415, 429, 437, 443, 449, 459, 475, 485, 491, 599, 513, 525, 541, 549, 557 |
| 4. explain a contemporary issue using geographic knowledge, tools and perspectives. | SE/PG: 21 st Century Learning Projects, 198–199, 270–271, 370–371, 564–565; Essential Question Activity & 21 st Century Learning Activity, 15, 29, 45, 55, 71, 83, 101, 115, 127, 165, 197, 239, 269, 307, 339, 369, 417, 463, 500, 529, 563 |
| 5-8 Benchmark 2-D: explain how physical processes shape the earth’s surface patterns and biosystems: | |
| Performance Standards | |
| 1. explain how physical processes influence the formation and location of resources; | SE/PG: Forces on Earth’s Surface, 24–25; Forces Inside Earth, 26–27; Natural Resources, 141, 174–176, 214–215, 288, 317, 347, 362, 471, 473, 510, 511, 538–539 |
| 2. use data to interpret changing patterns of air, land, water, plants and animals; and | SE/PG: For related material see: Climates and Ecosystems: Climate and Weather, 32–33, Temperature, 34–35, Water and Climate, 36–37, Air Circulation and Precipitation, 38–39, Types of Climate, 40–41, Ecosystems, 42–43; Renewable Resources, 49, 477, 479, 606 |
| 3. explain how ecosystems influence settlements and societies. | SE/PG: Climates and Ecosystems: Climate and Weather, 32–33, Temperature, 34–35, Water and Climate, 36–37, Air Circulation and Precipitation, 38–39, Types of Climate, 40–41, Ecosystems, 42–43; Population and Movement: Population Growth, 74–75, Population Distribution, 76–77, Migration, 78–79, Urbanization, 80–81 |

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| <p>5-8 Benchmark 2-E: explain how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict:</p> | |
| <p>Performance Standards</p> | |
| <p>1. analyze New Mexico settlement patterns and their impact on current issues;</p> | <p>SE/PG: Population Distribution, 76–77; Migration, 78–79; also see: Westward Expansion, 149; The United States Expands, 153–155</p> |
| <p>2. describe and analyze how the study of geography is used to improve our quality of life, including urban and environmental planning; and</p> | <p>SE/PG: Human-Environment Interaction, 7, 48–49, 50–51, 52–53, 54–55; Our Planet, Earth, 16–45; Urbanization, 80–81</p> <p>PG only: Core Concepts Handbook: Human-Environment Interaction, T40–55</p> |
| <p>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.</p> | <p>SE/PG: For related material see: Westward Expansion, 149; Native Americans Before European Contact, 152–153; The United States Expands, 153–155; also see: Migration, 78–79</p> |

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| <p>5-8 Benchmark 2-F: understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution and relative importance of resources</p> | |
| <p>1. describe and evaluate the use and distribution of resources and their impact on countries throughout the world; and</p> | <p>SE/PG: Types of Climate, 40–41; Ecosystems, 42–43; Environment and Resources, 48–49; Land Use, 50–51; Environmental Concerns: Brazil, 360–361, 364–367; Canada, 176–177; Caribbean South America, 298; Europe, 495, 511; Russia, 537; Soviet Union, 548; Renewable Resources, 49, 477, 479, 606; Natural Resources, 141, 174–176, 214–215, 288, 317, 347, 362, 471, 473, 510, 511, 538–539</p> <p>PG only: South America: Hunt for Resources, T5–T7</p> |
| <p>2. describe how environmental events (e.g., hurricanes, tornados, floods) affect human activities and resources</p> | <p>SE/PG: Forces on Earth’s Surface, 24–25; Natural Disaster, 27; Earthquakes, 17, 26–27, 211, 246, 283, 296, 469; Hurricanes, 27, 30, 31, 39, 140, 212, 213, 246, 247, 248, 599; Tsunamis, 469; Volcanoes, 16, 17, 26–27, 202, 211, 244, 245, 537</p> <p>PG only: Core Concepts Handbook: Forces on Earth’s Surface, T22; Forces Inside Earth, T24; On the Move, T25</p> |

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| STRAND: Civics and Government | |
| Content Standard III: 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. Students will: | |
| 5-8 Benchmark 3-A: demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national): | |
| Performance Standards | |
| 1. explain the structure and functions of New Mexico’s state government as expressed in the New Mexico constitution, to include: | |
| a. roles and methods of initiative, referendum and recall processes; | SE/PG: Legislative Process, 109; Referendum, 333, 605 |
| b. function of multiple executive offices; | SE/PG: For related material see: Branches of Government, 109 |
| c. election process (e.g., primaries and general elections); | SE/PG: Opportunities to address this objective may be found with the following: Citizenship, 112–113; Document-Based Questions: Voter Participation, 115; Voting, 231, 266, 355 |
| d. criminal justice system (e.g., juvenile justice); | SE/PG: For related material see: Branches of Government, 109 |
| 2. explain the roles and relationships of different levels of the legislative process, to include: | |
| a. structure of New Mexico legislative districts (e.g., number of districts, students’ legislative districts, representatives and senators of the students’ districts); | SE/PG: Opportunities to address this objective may be found with the following: Political Structures: Legislative Branch, 109 |
| 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); and | SE/PG: Opportunities to address this objective may be found with the following: Political Structures: Legislative Branch, 109 |
| 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). | SE/PG: For related material see: Political Structures: Legislative Branch, 109 |

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| 5-8 Benchmark 3-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: | |
| Performance Standards | |
| 1. explain the concept of diversity and its significance within the political and social unity of New Mexico; | SE/PG: For related material see: The United States Today, 156–161; also see: What is Culture?, 86–87; Cultural Diffusion and Change, 96–97 |
| 2. describe ways in which different groups maintain their cultural heritage; | SE/PG: For related material see: What is Culture? 86–87; Families and Societies, 88–89; Language, 90–91; Religion, 92–93; Art, 94–95; Cultural Diffusion and Change, 96–97; American Culture, 158–160 |
| 3. explain how New Mexico's state legislature and other state legislatures identify symbols representative of a state; and | SE/PG: Opportunities to address this objective may be found with the following: Political Structures: Legislative Branch, 109 |
| 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. | SE/PG: For related material see: What is Culture? 86–87; Families and Societies, 88–89; Language, 90–91; Religion, 92–93; The Arts, 94–95; Cultural Diffusion and Change, 96–97; American Culture, 158–160 |
| 5-8 Benchmark 3-C: compare political philosophies and concepts of government that became the foundation for the American revolution and the United States government: | |
| Performance Standards | |
| 1. compare and contrast New Mexico's entry into the United States with that of the original thirteen colonies; and | SE/PG: Opportunities to address this objective may be found with the following: The United States Expands, 153; Looking West, 154; Effects of Expansion, 155 |
| 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. | SE/PG: For related material see: Branches of Government, 109 |

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| 5-8 Benchmark 3-D: explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes and countries: | |
| 1. explain the obligations and responsibilities of citizenship (e.g., the obligations of upholding the constitution, obeying the law, paying taxes, jury duty); and | SE/PG: Serving Her Country, 103; Citizenship, 112–113; Document-Based Questions: Voter Participation, 115 |
| 2. explain the roles of citizens in political decision-making (e.g., voting, petitioning public officials, analyzing issues). | SE/PG: Citizenship, 112–113; Document-Based Questions: Voter Participation, 115; Voting, 231, 266, 355 |
| STRAND: Economics | |
| Content Standard IV: 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: | |
| 5-8 Benchmark 4-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: | |
| Performance Standards | |
| 1. explain how economic and intrinsic incentives influence how individuals, households, businesses, governments and societies allocate and use their scarce resources; and | SE/PG: For related material see: Environment and Resources, 48–49; Land Use, 50–51; People’s Impact on the Environment, 52–53 |
| 2. explain why cooperation can yield higher benefits. | SE/PG: Opportunities to address this objective may be found with the following: Trade, 66–67; NAFTA, 156, 158; The United States Today, 156–161; also see: Free-Trade Agreements, 261–262, 331–332 |

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to the New Mexico Social Studies Performance Standards
Grade 7**

| New Mexico Social Studies Performance Standards Grade 7 | Pearson myWorld Geography Western Hemisphere, ©2011 |
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| 5-8 Benchmark 4-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: | |
| Performance Standards | |
| 1. identify governmental activities that affect local, state, tribal and national economies; | SE/PG: For related material see: Westward Expansion, 149; Native Americans Before European Contact, 152–153; The United States Expands, 153–155 |
| 2. analyze the impact of taxing and spending decisions upon individuals, organizations, businesses and various government entities; and | SE/PG: For related material see: Taxes and Taxation, 395 |
| 3. explain the relationship of New Mexico with tribal governments regarding compact issues (e.g., taxes, gambling revenue, rights of way). | SE/PG: Opportunities to address this objective may be found with the following: Native American Groups of the West, 147; Native Americans Before European Contact, 152–153 |
| 5-8 Benchmark 4-C: describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world: | |
| Performance Standards | |
| 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; | SE/PG: Specialization, 60, 607; Trade, 66–67; NAFTA, 156, 158 |
| 2. understand the interdependencies between the economies of New Mexico, the United States and the world; | SE/PG: Trade, 66–67; NAFTA, 156, 158; Trade and Mexico, 192, 234, 236, 237; Essential Question: Norway and the European Union, 501 |
| 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); | SE/PG: For related material see: Land Use, 50–51; People's Impact on the Environment, 52–53; Population Distribution, 76–77; Urbanization, 80–81 |
| 4. describe the relationship between New Mexico, tribal and United States economic systems; and | SE/PG: Opportunities to address this objective may be found with the following: The United States Today, 156–161 |
| 5. compare and contrast New Mexico commerce with that of other states' commerce. | SE/PG: United States Regions, 142–143; United States: Population Density, 144; The United States Today, 156–161 |