|  |  |  |  |
| --- | --- | --- | --- |
| Publisher / Imprint: |  | Grade(s) | 9-10  11-12  9-12 |
| Title of Student Edition: |  | ISBN: |  |
| Title of Teacher Edition: |  | ISBN: |  |
| Title of SE Workbook: |  | ISBN: |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Reviewer Name: |  | Reviewer Number: |  | Date: |  | Facilitator: |  |
|  |  |  | |  | |  | |

**TOTAL SCORE – to be completed after all criteria are scored**

|  |  |  |  |
| --- | --- | --- | --- |
| **SECTION** | **REVIEWER TOTAL** | **FACILITATOR VERIFICATION** | **FACILITATOR NOTES:**    Facilitator Signature: |
| **Section 1** |  |  |
| **Section 2.A** |  |  |
| **Section 2.B** |  |  |
| **Section 2.C** |  |  |
| **Section 2.D** |  |  |
| **Section 2.E** |  |  |
| **Section 2.F** |  |  |
| **TOTAL** |  |  |

FACILITATOR USE ONLY

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

|  |
| --- |
| **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: NEW MEXICO CONTENT STANDARDS, BENCHMARKS AND PERFORMANCE STANDARDS.** | **Citation Level 2** | | **Citation Level 3** | | **Score** |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **I.** | **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-B** | **United States:**  **9-12 Benchmark 1-B.** United States: analyze and evaluate the impact of major eras, events and individuals in United States history since the civil war and reconstruction: | **Citation Level 2** | **Citation Level 3** | | **Score** | |
| **1.** | **I-B(1)** | Analyze the impact and changes that reconstruction had on the historical, political and social development of the United States |  |  | |  | |
|  | **I-B(2).** | I-B(2). Analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the industrial revolution, including: | **Citation Level 2** | **Citation Level 3** | | **Score** | |
| **2.** |  | I-B(2) **a.** innovations in technology, evolution of marketing techniques, changes to the standard of living and the rise of consumer culture; |  |  | |  | |
| **3.** |  | I-B(2) **b.** rise of business leaders and their companies as major forces in America (e.g., John D. Rockefeller, Andrew Carnegie); |  |  | |  | |
| **4.** |  | I-B(2) **c.** development of monopolies and their impact on economic and political policies (e.g., laissez-faire economics, trusts, trust busting); |  |  | |  | |
| **5.** |  | I-B(2) **d.** growth of cities (e.g., influx of immigrants, rural-to-urban migrations, racial and ethnic conflicts that resulted); |  |  | |  | |
| **6.** |  | I-B(2) **e.** efforts of workers to improve working conditions (e.g., organizing labor unions, strikes, strike breakers); |  |  | |  | |
| **7.** |  | I-B(2) **f**. rise and effect of reform movements (e.g., Populists, William Jennings Bryan, Jane Addams, muckrakers); |  |  | |  | |
| **8.** |  | I-B(2) **g**. conservation of natural resources (e.g., the Grand Canyon, Yellowstone, Anasazi ruins at Mesa Verde, Colorado, National Reclamation Act of 1902); |  |  | |  | |
| **9.** |  | I-B(2) **h.** progressive reforms (e.g., the national income tax, direct election of senators, women’s suffrage, prohibition); |  |  | |  | |
|  | **I-B(3)** | **I-B(3). Analyze the United States’ expanding role in the world during the late 19th and 20th centuries, to include:** | **Citation Level 2** | **Citation Level 3** | | **Score** | |
| **10.** |  | I-B(3) **a.** causes for a change in foreign policy from isolationism to interventionism; causes and consequences of the Spanish American war; |  |  | |  | |
| **11.** |  | I-B(3) **b.** expanding influence in the western hemisphere (e.g., the Panama canal, Roosevelt corollary added to the Monroe doctrine, the “big stick” policy, “dollar diplomacy”); |  |  | |  | |
| **12.** |  | I-B(3) **c.** events that led to the United States’ involvement in World War I; United States’ rationale for entry into World War I and impact on military process, public opinion and policy; |  |  | |  | |
| **13.** |  | I-B(3) **d.** United States’ mobilization in World War I (e.g., its impact on politics, economics and society); |  |  | |  | |
| **14.** |  | I-B(3) **e.** United States’ impact on the outcome of World War I; United States’ role in settling the peace (e.g., Woodrow Wilson, treaty of Versailles, league of nations, Senator Henry Cabot Lodge, Sr.); |  |  | |  | |
|  | **I-B(4)** | **I-B(4). Analyze the major political, economic and social developments that occurred between World War I and World War II, to include:** | **Citation Level 2** | **Citation Level 3** | | **Score** | |
| **15.** |  | I-B(4)  **a.** social liberation and conservative reaction during the 1920s (e.g., flappers, prohibition, the Scopes trial, the red scare); |  |  | |  | |
| **16.** |  | I-B(4) **b.** causes of the great depression (e.g., over production, under consumption, credit structure); |  |  | |  | |
| **17.** |  | I-B(4) **c.** rise of youth culture in the “jazz age”; |  |  | |  | |
| **18.** |  | I-B(4) **d.** development of mass/popular culture (e.g., rise of radio, movies, professional sports, popular literature); |  |  | |  | |
| **19.** |  | I-B(4)  **e**. human and natural crises of the great depression, (e.g., unemployment, food lines, the dust bowl, western migration of midwest farmers); |  |  | |  | |
| **20.** |  | I-B(4) **f.** changes in policies, role of government and issues that emerged from the new deal (e.g., the works programs, social security, challenges to the supreme  court); |  |  | |  | |
| **21.** |  | I-B(4) **g.** role of changing demographics on traditional communities and social structures; |  |  | |  | |
|  | **I-B(5).** | **I-B(5). Analyze the role of the United States in World War II, to include:** | **Citation Level 2** | **Citation Level 3** | | **Score** | |
| **22.** | **I-B(5).** | I-B(5) **a.** reasons the United States moved from a policy of isolationism to involvement after the bombing of Pearl Harbor; |  |  | |  | |
| **23.** |  | I-B(5) **b.** events on the home front to support the war effort (e.g., war bond drives, mobilization of the war industry, women and minorities in the work force); |  |  | |  | |
| **24.** |  | I-B(5) **c.** major turning points in the war (e.g., the battle of Midway, D-Day invasion, dropping of atomic bombs on Japan); |  |  | |  | |
|  | **I-B(6)** | **I-B(6). Analyze the development of voting and civil rights for all groups in the Uni States following reconstruction, to include:** | **Citation Level 2** | **Citation Level 3** | | **Score** | |
| **25.** |  | |  | | --- | | I-B(6) **a.** intent and impact of the 13th, 14th and 15th Amendments to the constitution; | |  |  | |  | |
| **26.** |  | |  | | --- | | I-B(6) **b**. segregation as enforced by Jim Crow laws following reconstruction; | |  |  | |  | |
| **27.** |  | I-B(6) **c.** key court cases (e.g., Plessy v. Ferguson, Brown v. Board of Education of Topeka, Roe v. Wade);   |  | | --- | |  | |  |  | |  | |
| **28.** |  | I-B(6) **d.** roles and methods of civil rights advocates (e.g., Martin Luther King, Jr., Malcolm X, Rosa Parks, Russell Means, César Chávez);   |  | | --- | |  | |  |  | |  | |
| **29.** |  | I-B(6) **e.** the passage and effect of the voting rights legislation on minorities (e.g., 19th amendment, role of Arizona supreme court decision on Native Americans, their disenfranchisement under Arizona constitution and subsequent changes made in other state constitutions regarding Native American voting rights - such as New Mexico, 1962, 1964 Civil Rights Act, Voting Act of 1965, 24th Amendment);   |  | | --- | |  | |  |  | |  | |
| **30.** |  | I-B(6) **f.** impact and reaction to the efforts to pass the Equal Rights Amendment, |  |  | |  | |
| **31.** |  | I-B(6) **g.** rise of black power, brown power, American Indian movement, united farm workers   |  | | --- | |  | |  |  | |  | |
|  | **I-B(7)** | **I-B(7). Analyze the impact of World War II and the cold war on United States’ foreign and domestic policy, to include.** | **Citation Level 2** | **Citation Level 3** | | **Score** | |
| **32.** |  | I-B(7) **a.** origins, dynamics and consequences of the cold war tensions between the United States and the Soviet Union; |  |  | |  | |
| **33.** |  | I-B(7) **b.** new role of the United States as a world leader (e.g., Marshall plan, NATO); |  |  | |  | |
| **34.** |  | I-B(7) **c.** need for, establishment and support of the united nations; |  |  | |  | |
| **35.** |  | I-B(7) **d.** implementation of the foreign policy of containment, including the Truman doctrine; |  |  | |  | |
| **36.** |  | I-B(7) **e.** Red Scare (e.g., McCarthyism, House Un-American Activities Committee, nuclear weapons, arms race); |  |  | |  | |
| **37.** |  | I-B(7) **f.** external confrontations with communism (e.g., the Berlin blockade, Berlin wall, Bay of Pigs, Cuban missile crisis, Korea, Vietnam war); |  |  | |  | |
| **38.** |  | I-B(7) **g.** Sputnik and the space race; |  |  | |  | |
| **39.** |  | I-B(7) **h.** image of 1950s affluent society; |  |  | |  | |
| **40.** |  | I-B(7) **i.** political protests of Vietnam war); i. political protests of Vietnam war); j |  |  | |  | |
| **41.** |  | I-B(7) **j.** counterculture in the 1960s; |  |  | |  | |
|  | **I-B(8).** | **I-B(8). Analyze the impact of the post-cold war Era on United States’ foreign policy, to include:** | **Citation Level 2** | **Citation Level 3** | | **Score** | |
| **42.** |  | I-B(8) **a.** role of the United States in supporting democracy in eastern Europe following the collapse of the Berlin wall; |  |  | |  | |
| **43.** |  | I-B(8) **b.** new allegiances in defining the new world order; |  |  | |  | |
| **44.** |  | I-B(8) **c.** role of technology in the information age; |  |  | |  | |
|  | **I-B(9).** | **I-B(9) Explain how United States history represents a framework of knowledge and skills within which to understand the complexity of the human experience to include:** | **Citation Level 2** | **Citation Level 3** | | **Score** | |
| **45.** |  | I-B(9) **a.** analyze perspectives that have shaped the structures of historical knowledge; |  |  | |  | |
| **46.** |  | I-B(9) **b.** describe ways historians study the past; |  |  | |  | |
| **47.** |  | I-B(9) **c.** explain connections made between the past and the present and their impact. |  |  | |  | |
|  |  | **SECTION 1 – NEW MEXICO CONTENT STANDARDS AND BENCHMARKS** | | **TOTAL SECTION 1 SCORE** | |  | |

|  |
| --- |
| **Publisher:**   * Section 2.A – 2.D -- If your material is suited for grades 9-10, you must enter citations for the 9-10 CCSS criteria (Sections 2.A & 2.C). If it is suited for grades 11-12, you must enter citations for the 11-12 CCSS criteria (Sections 2.B & 2.D). If your material is suited for grades 9-12, you must enter citations for the 9-12 CCSS criteria (Sections 2.A-2.D). Your material will be scored against the sections you cite (grades 9-10, 11-12 or 9-12). * Section 2.A-2.D criteria are scored as to whether the evidence demonstrates application of Bloom’s Taxonomy at the higher levels. * Citations for Section 2.A-2.D will refer to the Student Edition, Teacher Edition, or Student Workbook * For Sections 2.A-2.D you may enter one citation per citation level per criteria |
| **Reviewer: Use the Student Edition, Teacher Edition, or Student Workbook to conduct this portion of the review.**   * Six (6) points: The citation demonstrates Bloom’s Level 3. * Four (4) 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 – Four (4) points if the citation meets the standard and Zero (0) points if the citation does not meet standard. |

**SECTION 2.A-2.D: COMMON CORE READING AND WRITING STANDARDS**

|  |  | **Section 2.A – 2.D -- If your material is suited for grades 9-10, you must enter citations for the 9-10 CCSS criteria (Sections 2.A & 2.C). If it is suited for grades 11-12, you must enter citations for the 11-12 CCSS criteria (Sections 2.B & 2.D). If your material is suited for grades 9-12, you must enter citations for the 9-12 CCSS criteria (Sections 2.A-2.D). Your material will be scored against the sections you cite (grades 9-10, 11-12 or 9-12).** | | |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **SECTION 2.A -- GRADES 9-10 CCSS - Reading For Literacy in History/Social Studies** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **48.** | **CCSS.ELA-LITERACY.RH9-10.1** | **1.** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |  |  |  |
| **49.** | **CCSS.ELA-LITERACY.RH9-10.2** | **2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |  |  |  |
| **50.** | **CCSS.ELA-LITERACY.RH9-10.3** | **3.** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |  |  |  |
| **51.** | **CCSS.ELA-LITERACY.RH9-10.4** | **4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. |  |  |  |
| **52.** | **CCSS.ELA-LITERACY.RH9-10.5** | **5.** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |  |  |  |
| **53.** | **CCSS.ELA-LITERACY.RH9-10.6** | **6.** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |  |  |  |
| **54.** | **CCSS.ELA-LITERACY.RH9-10.7** | **7.** Integrate quantitative or technical analysis(e.g. charts, research data) with qualitative analysis in print or digital text. |  |  |  |
| **55.** | **CCSS.ELA-LITERACY.RH9-10.8** | **8.** Assess the extent to which the reasoning and evidence in a text support the author’s claims. |  |  |  |
| **56.** | **CCSS.ELA-LITERACY.RH9-10.9** | **9.** Compare and contrast treatments of the same topic in several primary and secondary sources. |  |  |  |
| **57.** | **CCSS.ELA-LITERACY.RH9-10.10** | **10.** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. |  |  |  |
|  |  | **2.A GRADES 9-10 CCSS - Reading For Literacy in History/Social Studies** | | **TOTAL SECTION**  **2.A SCORE** | **SUBTOTAL FOR SECTION 2.A** |

|  |  | **Section 2.A – 2.D -- If your material is suited for grades 9-10, you must enter citations for the 9-10 CCSS criteria (Sections 2.A & 2.C). If it is suited for grades 11-12, you must enter citations for the 11-12 CCSS criteria (Sections 2.B & 2.D). If your material is suited for grades 9-12, you must enter citations for the 9-12 CCSS criteria (Sections 2.A-2.D). Your material will be scored against the sections you cite (grades 9-10, 11-12 or 9-12).** | | |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **SECTION 2.B -- GRADES 11-12 CCSS - Reading For Literacy in History/Social Studies** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **58.** | **CCSS.ELA.LITERACY.RH11-12.1** | **1.** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. |  |  |  |
| **59.** | **CCSS.ELA.LITERACY.RH11-12.2** | **2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |  |  |  |
| **60.** | **CCSS.ELA.LITERACY.RH11-12.3** | **3.** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |  |  |  |
| **61.** | **CCSS.ELA.LITERACY.RH11-12.4** | **4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). |  |  |  |
| **62.** | **CCSS.ELA.LITERACY.RH11-12.5** | **5.** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. |  |  |  |
| **63.** | **CCSS.ELA.LITERACY.RH11-12.6** | **6.** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. |  |  |  |
| **64.** | **CCSS.ELA.LITERACY.RH11-12.7** | **7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. |  |  |  |
| **65.** | **CCSS.ELA.LITERACY.RH11-12.8** | **8.** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. |  |  |  |
| **66.** | **CCSS.ELA.LITERACY.RH11-12.9** | **9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |  |  |  |
| **67.** | **CCSS.ELA.LITERACY.RH11-12.10** | **10.** By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently. |  |  |  |
|  |  | **2.B GRADES 11-12 CCCS - Reading For Literacy in History/Social Studies** | | **TOTAL SECTION 2.B SCORE** |  |

|  |  | **Section 2.A – 2.D -- If your material is suited for grades 9-10, you must enter citations for the 9-10 CCSS criteria (Sections 2.A & 2.C). If it is suited for grades 11-12, you must enter citations for the 11-12 CCSS criteria (Sections 2.B & 2.D). If your material is suited for grades 9-12, you must enter citations for the 9-12 CCSS criteria (Sections 2.A-2.D). Your material will be scored against the sections you cite (grades 9-10, 11-12 or 9-12).** | | |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **SECTION 2.C – GRADES 9-10 CCSS – Writing Standards for Literacy in History/Social Studies** | **Citation Level 2** | **Citation Level 3** | **Score** |
|  | **CCSS.ELA.LITERACY.WH9-10.1** | 1. Write arguments focused on discipline-specific content. |  |  |  |
| **68.** | **CCSS.ELA.LITERACY.WH9-10.1a** | **a.** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. |  |  |  |
| **69.** | **CCSS.ELA.LITERACY.WH9-10.1b** | **b.** Develop claim(s)and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. |  |  |  |
| **70.** | **CCSS.ELA.LITERACY.WH9-10.1c** | **c.** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and counterclaims. |  |  |  |
| **71.** | **CCSS.ELA.LITERACY.WH9-10.1d** | **d.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |  |  |  |
| **72.** | **CCSS.ELA.LITERACY.WH9-10.1e** | **e.** Provide a concluding statement or section that follows from or supports the argument presented. |  |  |  |
|  | **CCSS.ELA.LITERACY.WH9-10.2** | **2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |  |  |  |
| **73.** | **CCSS.ELA.LITERACY.WH9-10.2a** | **a.** Introduce a topic and organized ideas, concepts, and information to make important connections and distinctions; include formatting (e.g. headings), graphics (e.g. figures, tables), and multimedia when useful to aiding comprehension**.** |  |  |  |
| **74.** | **CCSS.ELA.LITERACY.WH9-10.2b** | **b.** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. |  |  |  |
| **75.** | **CCSS.ELA.LITERACY.WH9-10.2c** | **c.** Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. |  |  |  |
| **76.** | **CCSS.ELA.LITERACY.WH9-10.2d** | **d.** Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. |  |  |  |
| **77.** | **CCSS.ELA.LITERACY.WH9-10.2e** | **e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |  |  |  |
| **78.** | **CCSS.ELA.LITERACY.WH9-10.2f** | **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic). |  |  |  |
| **79.** | **CCSS.ELA.LITERACY.WH9-10.3** | **3.** Incorporate narrative accounts into their analyses of individuals or events of historical import. |  |  |  |
| **80.** | **CCSS.ELA.LITERACY.WH9-10.4** | **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |  |  |  |
| **81.** | **CCSS.ELA.LITERACY.WH9-10.5** | **5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |  |  |  |
| **82.** | **CCSS.ELA.LITERACY.WH9-10.6** | **6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |  |  |  |
| **83.** | **CCSS.ELA.LITERACY.WH9-10.7** | **7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation |  |  |  |
| **84.** | **CCSS.ELA.LITERACY.WH9-10.8** | **8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |  |  |  |
| **85.** | **CCSS.ELA.LITERACY.WH9-10.9** | **9.** Draw evidence from informational texts to support analysis, reflection, and research. |  |  |  |
| **86.** | **CCSS.ELA.LITERACY.WH9-10.10** | **10.** 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 taskes, purposes, and audiences. |  |  |  |
|  |  | **2.C GRADES 9-10 -- CCSS – Writing Standards for Literacy in History/Social Studies** | | **TOTAL SECTION 2.C SCORE** |  |

|  |  | **Section 2.A – 2.D -- If your material is suited for grades 9-10, you must enter citations for the 9-10 CCSS criteria (Sections 2.A & 2.C). If it is suited for grades 11-12, you must enter citations for the 11-12 CCSS criteria (Sections 2.B & 2.D). If your material is suited for grades 9-12, you must enter citations for the 9-12 CCSS criteria (Sections 2.A-2.D). Your material will be scored against the sections you cite (grades 9-10, 11-12 or 9-12).** | | |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **SECTION 2.D – GRADES 11-12 CCSS – Writing Standards for Literacy in History/Social Studies** | **Citation Level 2** | **Citation Level 3** | **Score** |
|  | **CCSS.ELA.LITERACY.WH11-12.1** | 1. Write arguments focused on *discipline-specific content*. |  |  |  |
| **87.** | **CCSS.ELA.LITERACY.WH11-12.1a** | 1. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. |  |  |  |
| **88.** | **CCSS.ELA.LITERACY.WH11-12.1b** | 1. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. |  |  |  |
| **89.** | **CCSS.ELA.LITERACY.WH11-12.1c** | 1. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |  |  |  |
| **90.** | **CCSS.ELA.LITERACY.WH11-12.1d** | 1. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |  |  |  |
| **91.** | **CCSS.ELA.LITERACY.WH11-12.1e** | 1. Provide a concluding statement or section that follows from or supports the argument presented. |  |  |  |
|  | **CCSS.ELA.LITERACY.WH11-12.2** | 1. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |  |  |  |
| **92.** | **CCSS.ELA.LITERACY.WH11-12.2a** | 1. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |  |  |  |
| **93.** | **CCSS.ELA.LITERACY.WH11-12.2b** | 1. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |  |  |  |
| **94.** | **CCSS.ELA.LITERACY.WH11-12.2c** | 1. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |  |  |  |
| **95.** | **CCSS.ELA.LITERACY.WH11-12.2d** | 1. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. |  |  |  |
| **96.** | **CCSS.ELA.LITERACY.WH11-12.2e** | 1. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). |  |  |  |
| **97.** | **CCSS.ELA.LITERACY.WH11-12.3** | 1. Incorporate narrative accounts into their analyses of individuals or events of historical importance |  |  |  |
| **98.** | **CCSS.ELA.LITERACY.WH11-12.4** | 1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |  |  |  |
| **99.** | **CCSS.ELA.LITERACY.WH11-12.5** | 1. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |  |  |  |
| **100.** | **CCSS.ELA.LITERACY.WH11-12.6** | 1. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |  |  |  |
| **101.** | **CCSS.ELA.LITERACY.WH11-12.7** | 1. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |  |  |  |
| **102.** | **CCSS.ELA.LITERACY.WH11-12.8** | 1. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |  |  |  |
| **103.** | **CCSS.ELA.LITERACY.WH11-12.9** | 1. Draw evidence from informational texts to support analysis, reflection, and research. |  |  |  |
| **104.** | **CCSS.ELA.LITERACY.WH11-12.10** | 1. 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. |  |  |  |
|  |  | **2.D GRADES 11-12 -- CCSS – Writing Standards for Literacy in History/Social Studies** | | **TOTAL SECTION 2.D SCORE** |  |

|  |
| --- |
| **SECTION 2.E-2.F: OTHER RELEVANT CRITERIA** |
| * **Publisher:** * Section 2.E-2.F criteria are scored as to whether the evidence occurs in the instructional material; they are NOT scored using Bloom’s. * Citations for Section 2.E-2.F “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.E: Other Relevant Criteria – Publisher’s Criteria** |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Materials aligned with standards provide sequential, cumulative instruction and practice opportunities for a full range of foundational skills.**  ***(Specify or cite how the following instructional recommendations occur within this curriculum.)*** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **105.** | **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. |  |  |  |  |
| **106.** | **Speaking and Listening:** Provide opportunities for students to develop oral fluency (e.g., oral presentation). |  |  |  |  |
| **107.** | **Speaking and Listening:** Provide multimedia and technology sources so students can compare and contrast the knowledge they gain from reading texts to multimedia sources. |  |  |  |  |
| **108.** | **Academic Vocabulary:** Provide focused resources to support students’ acquisition of both general academic vocabulary and domain-specific vocabulary. |  |  |  |  |
| **109.** | **Content:** Provide clearly stated learning goals and objectives for lessons and tasks aligned with the CCSS. |  |  |  |  |
| **110.** | **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. |  |  |  |  |
| **111.** | **Equity:** Offer strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation. |  |  |  |  |
| **112.** | **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. |  |  |  |  |
| **113.** | **Equity:** Provide opportunities for teacher and students to integrate with other content areas. |  |  |  |  |
| **114.** | **Assessment:** Offer assessment tools that measure student progress in all strands of the CCSS. |  |  |  |  |
| **115.** | **Assessment:** Offer varied formative and summative assessment tools, clearly defining which standards are being assessed. |  |  |  |  |
| **116.** | **Technology and Digital Resources:** Materials include teacher supports, strategies and resources in the Teacher Edition that are user-friendly and supportive of student learning. |  |  |  |  |
|  | **SECTION 2.E – OTHER RELEVANT CRITERIA – PUBLISHER’S CRITERIA** | | | **TOTAL SECTION 2.E SCORE** |  |

|  | **SECTION 2.F: Other Relevant Criteria – Student/Teacher Edition** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** | |
| --- | --- | --- | --- | --- | --- | --- |
| **117.** | The textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability. |  |  |  |  | |
| **118.** | The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences. |  |  |  |  | |
| **119.** | 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. |  |  |  |  | |
| **120.** | 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. |  |  |  |  | |
| **121.** | The textbook provides references to support student learning such as a glossary and word lists. |  |  |  |  | |
| **122.** | Within each lesson of the Teacher’s Edition, there are clear measurable learning objectives and opportunities for differentiated instruction. |  |  |  |  | |
| **123.** | The Teacher’s Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners. |  |  |  |  | |
| **124.** | The Teacher’s Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.) |  |  |  |  | |
| **125.** | The Teacher’s Edition provides writing activities where students explain their thinking. |  |  |  |  | |
| **126.** | The Teacher’s Edition provides cooperative learning strategies. |  |  |  |  | |
| **127.** | The Teacher’s Edition provides the teacher with instructional strategies for every lesson. |  |  |  |  | |
| **128.** | 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. |  |  |  |  | |
| **129.** | 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. |  |  |  |  | |
|  | **SECTION 2.F– OTHER RELEVANT CRITERIA – STUDENT/TEACHER EDITION** | | | **TOTAL SECTION 2.F SCORE** | |  |