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| 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: |       |

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

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| **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

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| FINAL SCORE VERIFICATION (TO BE COMPLETED BY THE FACILITATOR) |
| 🞏 | Verified:90% or Higher | Facilitator Signature: |  |  |
| 🞏 | Verified:89% or Lower  | Facilitator Signature: |  |  |
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| **Publisher:*** Section 1 criteria are scored as to whether the evidence demonstrates application of Bloom’s Taxonomy at the higher levels.
* For Section 1 you may enter two citations per citation level per criteria.

Citations for Section 1 will refer to the Student Edition, Teacher Edition, or Student Workbook |
| **Reviewer: Use the Student Edition, Teacher Edition, or Student Workbook to conduct this portion of the review.*** Ten (10) points: The citation demonstrates Bloom’s Level 3.
* Six (6) points: The citation demonstrates Bloom’s Level 2.
* Zero (0) points: The citation does not meet either Level 2 or Level 3.
* For highlighted rows only – Five (5) points if the citation meets the standard and Zero (0) points if the citation does not meet.
 |

|  |  | **SECTION I: NEW MEXICO CONTENT STANDARDS, BENCHMARKS AND PERFORMANCE STANDARDS.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| --- | --- | --- | --- | --- | --- |
|  |  **III.** | **III. Civics and Government****Students understand the ideals, rights, and responsibilities of citizenship and****understand the content and history of the founding documents of the United States with particular emphasis****on the United States and New Mexico constitutions and how governments function at local, state, tribal, and****national levels. Students will:** |  |  |  |
|  | **III.A** | **9-12 Benchmark 3-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:** | **Citation Level 2** | **Citation Level 3** | **Score** |
|  |  | **SECTION I: NEW MEXICO CONTENT STANDARDS, BENCHMARKS AND PERFORMANCE STANDARDS.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **1.** | **III-A(1)** | **1.** Analyze the structure, powers and role of the legislative branch of the United States government, to include: specific powers delegated in Article I of the constitution; checks and balances described in the federalist papers, Number 51; lawmaking process; role of leadership within congress; federalist and antifederalistpositions; |       |       |  |
| **2.** | **III-A(2)** | **2.** Analyze the structure, powers and role of the executive branch of the United States government, to include: specific powers delegated in Article II of the constitution; checks and balances; development of the cabinet and federal bureaucracy; roles and duties of the presidency, including those acquired over time such as “head of state” and “head of a political party;” |       |       |  |
| **3.** | **III-A(3)** | **3.** Examine the election of the president through the nomination process, national conventions and electoral college; |       |       |  |
| **4.** | **III-A(4)** | **4.** Analyze the structure, powers and role of the judicial branch of the United States government, including landmark United States supreme court decisions, to include: specific powers delegated by the Constitution in Article III and described in the federalist papers, Numbers 78-83; checks and balances; judicial review as developed in Marbury v. Madison; issues raised in McCulloch v. Maryland; dual court system of state and federal governments, including their organization and jurisdiction; |       |       |  |
|  |  | **SECTION I: NEW MEXICO CONTENT STANDARDS, BENCHMARKS AND PERFORMANCE STANDARDS.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **5.** | **III-A(5)** | **5.** Analyze the rights, protections, limits and freedoms included within the United States constitution and bill of rights, to include: constitutional mandates such as the right of habeas corpus, no bill of attainder and the prohibition of the ex post facto laws; 1st Amendment guarantees freedom of religion, speech, press, 14th Amendment protection of due process and equal protection under the law; 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; expansion of voting rights, limitation of presidential terms, etc; |       |       |  |
| **6.** | **III-A(6)** | **6.** 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: direct democracy in the initiative, referendum and recall process; impeachment process; process of voter registration and voting; role of primary elections to nominate candidates; how a bill becomes a law; executive officers and their respective powers; New Mexico courts, appointment of judges, and election and retainment processes for judges; organization of county and municipal governments; and |       |       |  |
|  |  | **SECTION I: NEW MEXICO CONTENT STANDARDS, BENCHMARKS AND PERFORMANCE STANDARDS.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **7.** | **III-A(7)** | **7.** Describe and analyze the powers and responsibilities (including the concept of legitimate power) of local, state, tribal and national governments. |       |       |  |
|  | **III-B** | **9-12 Benchmark 3-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:** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **8.** | **III-B(1)** | **1.** Analyze the qualities of effective leadership; |       |       |  |
| **9.** | **III-B(2)** | **2.** Evaluate the impact of United States political, tribal and social leaders on New Mexico and the nation;  |       |       |  |
| **10** | **III-B(3)** | **3.** Analyze the contributions of symbols, songs and traditions toward promoting a sense of unity at the state and national levels; and |       |       |  |
| **11.** | **III-B(4)** | **4.** Evaluate the role of New Mexico and United States symbols, icons, songs and traditions in providing continuity over time. |       |       |  |
|  |  | **SECTION I: NEW MEXICO CONTENT STANDARDS, BENCHMARKS AND PERFORMANCE STANDARDS.** | **Citation Level 2** | **Citation Level 3** | **Score** |
|  | **III-C** | **9-12 Benchmark 3-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:** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **12.** | **III-C(1)** | **1.** Analyze the structure, function and powers of the federal government (e.g., legislative, executive, and judicial branches); |       |       |  |
| **13.** | **III-C(2)** | **2.** Analyze and explain the philosophical foundations of the American political system in terms of the inalienable rights of people and the purpose ofgovernment, to include: Iroquois league and its organizational structure for effective governance; basic philosophical principles of John Locke expressed in the second treatise of government (nature, equality, and dissolution of government); foundation principles of laws by William Blackstone (laws in general and absolute rights of individuals); importance of the founders of the rights of Englishmen, the Magna Carta and representative government in England; |       |       |  |
| **14.** | **III-C(3)** | **3.** Analyze the fundamental principles in the Declaration of Independence; |       |       |  |
|  |  | **SECTION I: NEW MEXICO CONTENT STANDARDS, BENCHMARKS AND PERFORMANCE STANDARDS.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **15.** | **III-C(4)** | **4.** Analyze the historical sources and ideals of the structure of the United States government, to include: principles of democracy; essential principles of a republican form of government; code of law put forth in the Code of Hammurabi; separation of powers as expressed by the Baron of Montesquieu; checks and balances as expressed by Thomas Hobbs; ideas of individual rights developed in the English bill of rights; role of philosophers in supporting changes in governments in the 18th and 19th centuries (e.g., Locke, Rousseau, Voltaire); |       |       |  |
| **16.** | **III-C(5)** | **5.** Compare and contrast the concepts of courts and justice from Henry II of England to the court system of today; |       |       |  |
| **17.** | **III-C(6)** | **6.** Compare and contrast the unitary, confederal and federal systems; |       |       |  |
| **18.** | **III-C(7)** | **7.** Analyze the ways powers are distributed and shared in a parliamentary system; |       |       |  |
| **19.** | **III-C(8)** | **8.** Compare and contrast the different philosophies, structures and institutions of democratic versus totalitarian systems of government; |       |       |  |
| **20** | **III-C(9)** | **9.** Analyze and evaluate the concept of limited government and the rule of law; |       |       |  |
| **21** | **III-C(10)** | **10.** Compare and contrast the characteristics of representative governments; |       |       |  |
|  |  | **SECTION I: NEW MEXICO CONTENT STANDARDS, BENCHMARKS AND PERFORMANCE STANDARDS.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **22.** | **III-C(11)** | **11.** Compare and contrast characteristics of Native American governments with early United States government; |       |       |  |
| **23.** | **III-C(12)** | **12.** 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);  |       |       |  |
| **24.** | **III-C(13)** | **13** Analyze the role that the United States has played as a constitutional republican government for nations around the world. |       |       |  |
|  | **III-D** | **9-12 Benchmark 3-D: Understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring and influencing** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **25.** | **III-D(1)** | **1.** Describe and analyze the influence of the non-elected (e.g., staff, lobbyists, interest groups); |       |       |  |
| **26.** | **III-D(2)** | **2.** Analyze the rights and obligations of citizens in the United States, to include: connections between self-interest, the common good and the essential element of civic virtue, as described in the federalist papers, Numbers 5 and 49; obeying the law, serving on juries, paying taxes, voting, registering for selective service and military service.; |       |       |  |
|  |  | **SECTION I: NEW MEXICO CONTENT STANDARDS, BENCHMARKS AND PERFORMANCE STANDARDS.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **27.** | **III-D(3)** | **3.** Demonstrate the skills needed to participate in government at all levels, including: analyze public issues and the political system; evaluate candidates and their positions; debate current issues; |       |       |  |
| **28.** | **III-D(4)** |

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| **4.** Analyze factors that influence the formation of public opinion (e.g., media, print, advertising, news broadcasts, magazines, radio); and |

 |       |       |  |
| **29.** | **III-D(5)** | **5.** Evaluate standards, conflicts and issues related to universal human rights and their impact on public policy.

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|  |  | **SECTION 1 – NEW MEXICO CONTENT STANDARDS AND BENCHMARKS** | TOTAL SECTION 1 SCORE |  |  |

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| **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).** |  |
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|  |  | **SECTION 2.A -- GRADES 9-10 CCSS - Reading For Literacy in History/Social Studies** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **30.** | **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. |       |       |  |
| **31.** | **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. |       |       |  |
| **32.** | **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. |       |       |  |
| **33.** | **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. |       |       |  |
| **34.** | **CCSS.ELA-LITERACY.RH9-10.5** | **5.** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |       |       |  |
| **35.** | **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. |       |       |  |
| **36.** | **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. |       |       |  |
| **37.** | **CCSS.ELA-LITERACY.RH9-10.8** | **8.** Assess the extent to which the reasoning and evidence in a text support the author’s claims. |       |       |  |
| **38.** | **CCSS.ELA-LITERACY.RH9-10.9** | **9.** Compare and contrast treatments of the same topic in several primary and secondary sources. |       |       |  |
| **39.** | **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** |  |

|  |  | **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).** |  |
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|  |  | **SECTION 2.B -- GRADES 11-12 CCSS - Reading For Literacy in History/Social Studies** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **40.** | **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. |       |       |  |
| **41.** | **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. |       |       |  |
| **42.** | **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. |       |       |  |
| **43.** | **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). |       |       |  |
| **44.** | **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. |       |       |  |
| **45.** | **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. |       |       |  |
| **46.** | **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. |       |       |  |
| **47.** | **CCSS.ELA.LITERACY.RH11-12.8** | **8.** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. |       |       |  |
| **48.** | **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. |       |       |  |
| **49.** | **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).** |  |
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|  |  | **SECTION 2.C – GRADES 9-10 CCCS – 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. |  |  |  |
| **50.** | **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. |       |       |  |
| **51.** | **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. |       |       |  |
| **52.** | **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. |       |       |  |
| **53.** | **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. |       |       |  |
| **54.** | **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. |  |  |  |
| **55.** | **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**.** |       |       |  |
| **56.** | **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. |       |       |  |
| **57.** | **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. |       |       |  |
| **58.** | **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. |       |       |  |
| **59.** | **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. |       |       |  |
| **60.** | **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). |       |       |  |
| **61.** | **CCSS.ELA.LITERACY.WH9-10.3** | **3.** Incorporate narrative accounts into their analyses of individuals or events of historical import. |       |       |  |
| **62.** | **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. |       |       |  |
| **63.** | **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. |       |       |  |
| **64.** | **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. |       |       |  |
| **65.** | **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 |       |       |  |
| **66.** | **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.  |       |       |  |
| **67.** | **CCSS.ELA.LITERACY.WH9-10.9** | **9.** Draw evidence from informational texts to support analysis, reflection, and research. |       |       |  |
| **68.** | **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 tasks, 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*.
 |  |  |  |
| **69.** | **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.
 |       |       |  |
| **70.** | **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.
 |       |       |  |
| **71.** | **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.
 |       |       |  |
| **72.** | **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.
 |       |       |  |
| **73.** | **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.
 |  |  |  |
| **74.** | **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.
 |       |       |  |
| **75.** | **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.
 |       |       |  |
| **76.** | **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.
 |       |       |  |
| **77.** | **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.
 |       |       |  |
| **78.** | **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).
 |       |       |  |
| **79.** | **CCSS.ELA.LITERACY.WH11-12.3** | 1. Incorporate narrative accounts into their analyses of individuals or events of historical importance
 |       |       |  |
| **80.** | **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.
 |       |       |  |
| **81.** | **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.
 |       |       |  |
| **82.** | **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.
 |       |       |  |
| **83.** | **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.
 |       |       |  |
| **84.** | **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.
 |       |       |  |
| **85.** | **CCSS.ELA.LITERACY.WH11-12.9** | 1. Draw evidence from informational texts to support analysis, reflection, and research.
 |       |       |  |
| **86.** | **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** |  |

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| **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): All 3 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** |
| **87.** | **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. |       |       |       |  |
| **88.** | **Speaking and Listening:** Provide opportunities for students to develop oral fluency (e.g., oral presentation). |       |       |       |  |
| **89.** | **Speaking and Listening:** Provide multimedia and technology sources so students can compare and contrast the knowledge they gain from reading texts to multimedia sources. |       |       |       |  |
| **90.** | **Academic Vocabulary:** Provide focused resources to support students’ acquisition of both general academic vocabulary and domain-specific vocabulary. |       |       |       |  |
| **91.** | **Content:** Provide clearly stated learning goals and objectives for lessons and tasks aligned with the CCSS. |       |       |       |  |
| **92.** | **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. |       |       |       |  |
| **93.** | **Equity:** Offer strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation. |       |       |       |  |
| **94.** | **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. |       |       |       |  |
| **95.** | **Equity:** Provide opportunities for teacher and students to integrate with other content areas. |       |       |       |  |
| **96.** | **Assessment:** Offer assessment tools that measure student progress in all strands of the CCSS. |       |       |       |  |
| **97.** | **Assessment:** Offer varied formative and summative assessment tools, clearly defining which standards are being assessed. |       |       |       |  |
| **98.** | **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** |
| --- | --- | --- | --- | --- | --- |
| **99.** | The textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability. |       |       |       |  |
| **100.** | The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences. |       |       |       |  |
| **101.** | 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. |       |       |       |  |
| **102.** | 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. |       |            |       |  |
| **103.** | The textbook provides references to support student learning such as a glossary and word lists. |       |       |       |  |
| **104.** | Within each lesson of the Teacher’s Edition, there are clear measurable learning objectives and opportunities for differentiated instruction. |       |       |       |  |
| **105.** | The Teacher’s Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners. |       |       |       |  |
| **106.** | The Teacher’s Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.) |       |       |       |  |
| **107.** | The Teacher’s Edition provides writing activities where students explain their thinking. |       |       |       |  |
| **108.** | The Teacher’s Edition provides cooperative learning strategies. |       |       |       |  |
| **109.** | The Teacher’s Edition provides the teacher with instructional strategies for every lesson. |       |       |       |  |
| **110.** | 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. |       |       |       |  |
| **111.** | 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** |  |