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| Publisher / Imprint: |       | Grade(s) |       |
| 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** |  |  |
| **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.
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|  |  | **SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS** | **Citation Level 2** | **Citation Level 3** | **Score** |
| --- | --- | --- | --- | --- | --- |
|  |  | **I. HISTORY** **STUDENTS ARE ABLE TO IDENTIFY IMPORTANT PEOPLE AND EVENTS IN ORDER TO ANALYZE SIGNIFICANT PATTERNS, RELATIONSHIPS, THEMES, IDEAS, BELIEFS, AND TURNING POINTS IN NEW MEXICO, UNITED STATES, AND WORLD HISTORY IN ORDER TO UNDERSTAND THE COMPLEXITY OF THE HUMAN EXPERIENCE.**  |  |  |  |
|  | **I.A** | **NEW MEXICO****Explore and explain how people and events have influenced the development of New Mexico up to the present day:**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **1.** | **I-A(1)** | Describe the relationships among ancient civilizations of the world (e.g., scientific discoveries, architecture, politics, cultures and religious systems) and their connection to the early development of New Mexico. |       |       |  |
|  | **I-B** | **UNITED STATES****Analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the civil war and reconstruction in United States history:** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **2.** | **I-B(1)** | Explain and describe the origins, obstacles and impact of the age of exploration, to include: improvements in technology (e.g., the clock, the sextant, work of Prince Henry the navigator), voyages of Columbus to the new world and the later searches for the northwest passage, introduction of disease and the resulting population decline (especially among indigenous peoples), exchanges of technology, ideas, agricultural products and practices.  |       |       |  |
|  | **I-C** | **WORLD** **Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
|  | **I-C(1)** | **Describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations, to include:**  |  |  |  |
| **3.** | **I-C(1)a** | significance of river valleys; early irrigation and its impact on agriculture; |       |       |  |
| **4.** | **I-C(1)b** | forms of government (e.g., the theocracies in Egypt, dynasties in China); |       |       |  |
| **5.** | **I-C(1)c** | effect on world economies and trade; |       |       |  |
| **6.** | **I-C(1)d** | key historical figures; |       |       |  |
| **7.** | **I-C(1)e** | religious traditions, cultural, and scientific contributions (e.g., writing systems, calendars, building of monuments such as the pyramids); |       |       |  |
|  | **I-C(2)** | **Describe and analyze the geographic, political, economic, religious and social structures of early civilizations of India, to include:** |  |  |  |
| **8.** | **I-C(2)a** | location and description of the river systems and other topographical features that supported the rise of this civilization; |       |       |  |
| **9.** | **I-C(2)b** | significance of the Aryan invasions; |       |       |  |
| **10.** | **I-C(2)c** | structure and function of the caste system; |       |       |  |
| **11.** | **I-C(2)d** | important aesthetic and intellectual traditions (e.g., Sanskrit literature, medicine, metallurgy, mathematics including Hindu-Arabic numerals and the number zero); |       |       |  |
|  | **I-C(3)** | **Describe and analyze the geographic, political, economic, religious and social structures of the early civilizations in China, to include:** |  |  |  |
| **12.** | **I-C(3)a** | location and description of the origins of Chinese civilization in the Huang-He valley, Shang dynasty, geographical features of China that made governance and movement of ideas and goods difficult and served to isolate the country; |       |       |  |
| **13.** | **I-C(3)b** | life of Confucius and the fundamental teachings of Confucianism and Taoism; |       |       |  |
| **14.** | **I-C(3)c** | rule by dynasties (e.g., Shang, Qin, Han, Tang, and Ming); |       |       |  |
| **15.** | **I-C(3)d** | historical influence of China on other parts of the world (e.g., tea, paper, wood-block printing, compass, gunpowder); |       |       |  |
| **16.** | **I-C(4)** | Describe major religions of the world to include Hinduism, Buddhism, Judaism, Christianity and Islam (e.g., founding leaders, traditions, customs, beliefs);  |       |       |  |
|  | **I-C(5)** | **compare and contrast the geographic, political, economic, and social characteristics of the ancient Greek, ancient Roman, Ottoman, Indian, Arabic, African and middle eastern civilizations and their enduring impacts on later civilizations, to include:** |  |  |  |
| **17.** | **I-C(5)a** | influence of Mediterranean geography on the development and expansion of the civilizations |       |       |  |
| **18.** | **I-C(5)b** | development of concepts of government and citizenship (e.g., democracy, republic, codification of laws, Code of Hammurabi); scientific and |       |       |  |
| **19.** | **I-C(5)c** | cultural advancements (e.g., networks of roads, aqueducts, art, architecture, literature, theater, philosophy); |       |       |  |
| **20.** | **I-C(5)d** | contributions and roles of key figures (e.g., Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, Augustus); and |       |       |  |
|  | **I-C(6)** | **Compare and contrast the political and economic events and the social and geographic characteristics of medieval European life and their enduring impacts on later civilizations, to include:**  |  |  |  |
| **21.** | **I-C(6)a** | creation and expansion of the Byzantine empire; |       |       |  |
| **22.** | **I-C(6)b** | reasons for the fall of the Roman Empire; |       |       |  |
| **23.** | **I-C(6)c** | new forms of government, feudalism and the beginning of limited government with the Magna Carta; |       |       |  |
| **24.** | **I-C(6)d** | role of the Roman Catholic Church and its monasteries; |       |       |  |
| **25.** | **I-C(6)e** | causes, course and effects of the Crusades; impact of the black plague; contributions and roles of key figures (e.g., Charlemagne, Joan of Arc, Marco Polo). |       |       |  |
|  | **I-D** | **SKILLS** **Research historical events and people from a variety of perspectives.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **26.** | **I-D(1).** | organize information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions;  |       |       |  |
| **27.** | **I-D(2).** | identify different points of view about an issue or topic; and |       |       |  |
| **28.** | **I-D(3).** | use a decision-making process to identify a situation that requires a solution; gather information, identify options, predict consequences and take action to implement that solution.  |       |       |  |
|  |  | **II. GEOGRAPHY** **STUDENTS UNDERSTAND HOW PHYSICAL, NATURAL, AND CULTURAL PROCESSES INFLUENCE WHERE PEOPLE LIVE, THE WAYS IN WHICH PEOPLE LIVE, AND HOW SOCIETIES INTERACT WITH ONE ANOTHER AND THEIR ENVIRONMENTS.**  |  |  |  |
|  |  | **II-A Analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present, and future in terms of patterns, events, and issues.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **29.** | **II-A(1).** | identify the location of places using latitude and longitude; and |       |       |  |
| **30.** | **II-A(2).** | draw complex and accurate maps from memory and interpret them to answer questions about the location of physical features. |       |       |  |
|  |  | **II-B. Explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change:** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **31.** | **II-B(1).** | explain how places change due to human activity; |       |       |  |
| **32.** | **II-B(2).** | explain how places and regions serve as cultural symbols and explore the influences and effects of regional symbols; and  |       |       |  |
| **33.** | **II-B(3).** | identify a region by its formal, functional or perceived characteristics. |       |       |  |
|  |  | **II-C. Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes:** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **34.** | **II-C(1).** | compare and contrast the influences of man-made and natural environments upon ancient civilizations. |       |       |  |
|  |  | **II-D. Explain how physical processes shape the Earth’s surface patterns and biosystems:** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **35.** | **II-D(1).** | describe how physical processes shape the environmental patterns of air, land, water, plants and animals. |       |       |  |
|  |  | **II-E. Explain how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict:**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **36.** | **II-E(1).** | explain how human migration impacts places, societies and civilizations;  |       |       |  |
| **37.** | **II-E(2).** | describe, locate and compare different settlement patterns throughout the world; and |       |       |  |
| **38.** | **II-E(3).** | explain how cultures create a cultural landscape, locally and throughout the world, and how these landscapes change over time. |       |       |  |
|  |  | **II-F. Understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution and relative importance of resources.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **39.** | **II-F(1).** | Understand how resources impact daily life.  |       |       |  |
|  |  | **III. CIVICS AND GOVERNMENT** **STUDENTS UNDERSTAND THE IDEALS, RIGHTS, AND RESPONSIBILITIES OF CITIZENSHIP AND UNDERSTAND THE CONTENT AND HISTORY OF THE FOUNDING DOCUMENTS OF THE UNITED STATES WITH PARTICULAR EMPHASIS ON THE UNITED STATES AND NEW MEXICO CONSTITUTIONS AND HOW GOVERNMENTS FUNCTION AT LOCAL, STATE, TRIBAL, AND NATIONAL LEVELS.**  |  |  |  |
|  |  | **III-A. Demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national):** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **40.** | **III-A(1).** | describe the concept of democracy as developed by the Greeks and compare the evolution of democracies throughout the world; and |       |       |  |
| **41.** | **III-A(2).** | describe the concept of republic as developed by the Romans and compare to other republican governments. |       |       |  |
|  |  | **III-B. Explain the significance of symbols, icons, songs, traditions, and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity:**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **42.** | **III-B(1).** | describe the significance of leadership in democratic societies and provide examples of local, national and international leadership, to include: qualities of leadership; names and contributions of New Mexicoleaders; names and contributions of national leaders. |       |       |  |
|  |  | **III-C. Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government:** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **43.** | **III-C(1).** | explain how Greek and Roman societies expanded and advanced the role of citizen; and |       |       |  |
| **44.** | **III-C(2).** | identify historical origins of democratic forms of government (e.g., early civilizations, Native American governments). |       |       |  |
|  |  | **III-D. Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries:** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **45.** | **III-D(1).** | Understand that the nature of citizenship varies among societies. |       |       |  |
|  |  | **IV. ECONOMICS** **STUDENTS UNDERSTAND BASIC ECONOMIC PRINCIPLES AND USE ECONOMIC REASONING SKILLS TO ANALYZE THE IMPACT OF ECONOMIC SYSTEMS (INCLUDING THE MARKET ECONOMY) ON INDIVIDUALS, FAMILIES, BUSINESSES, COMMUNITIES, AND GOVERNMENTS. STUDENTS WILL:** |  |  |  |
|  |  | **IV-A. Explain and describe how individuals, households, businesses, governments, and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **46.** | **IV-A(1).** | Explain and predict how people respond to economic and intrinsic incentives. |       |       |  |
|  |  | **IV-B. Explain how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services:** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **47.** | **IV-B(1).** | describe the characteristics of traditional, command, market and mixed economic systems;  |       |       |  |
| **48.** | **IV-B(2).** | explain how different economic systems affect the allocation of resources; and |       |       |  |
| **49.** | **IV-B(3).** | understand the role that “factors of production” play in a society’s economy (e.g., natural resources, labor, capital, entrepreneurs) |       |       |  |

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|  |  | **IV-C Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today’s world:** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **50.** | **IV-C(1).** | compare and contrast the trade patterns of early civilizations; and  |       |       |  |
| **51.** | **IV-C(2).** | analyze the impact of the Neolithic agricultural revolution on mankind, and the impact of technological changes in the bronze age and the iron age.  |       |       |  |
|  |  | **ADDITIONAL NEW MEXICO STATE STANDARDS** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **52.** |  | Reading standards for informational text: integration of knowledge and ideas. Students will:(1) distinguish between primary and secondary sources; |       |       |  |
| **53.** |  | 2) describe how the media use propaganda, bias, and stereotyping to influence audiences.   |       |       |  |

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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.B criteria are scored as to whether the evidence demonstrates application of Bloom’s Taxonomy at the higher levels.
* Citations for Section 2.A-2.B will refer to the Student Edition, Teacher Edition, or Student Workbook
* For Section 2.A-2.B 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.
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|  |  | **Section 2.A CCSS –** **READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES** | **Citation Level 2** | **Citation Level 3** | **Score** |
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| **54.** | **CCSS.Literacy in H/SS.6-8.1** | **Key Ideas and Details:** Cite specific textual evidence to support analysis of primary and secondary sources. |       |       |  |
| **55.** | **CCSS.Literacy in H/SS.6-8.2** | **Key Ideas and Details:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from priorknowledge or opinions. |       |       |  |
| **56.** | **CCSS.Literacy in H/SS.6-8.3** | **Key Ideas and Details:** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). |       |       |  |
| **57.** | **CCSS.Literacy in H/SS.6-8.4** | **Craft and Structure:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/socialstudies. |       |       |  |
| **58.** | **CCSS.Literacy in H/SS.6-8.5** | **Craft and Structure:** Describe how a text presents information (e.g., sequentially, comparatively, causally). |       |       |  |
| **59.** | **CCSS.Literacy in H/SS.6-8.6** | **Craft and Structure:** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). |       |       |  |
| **60.** | **CCSS.Literacy in H/SS.6-8.7** | **Integration of Knowledge and Ideas:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |       |       |  |
| **61.** | **CCSS.Literacy in H/SS.6-8.8** | **Integration of Knowledge and Ideas:** Distinguish among fact, opinion, and reasoned judgment in a text. |       |       |  |
| **62.** | **CCSS.Literacy in H/SS.6-8.9** | **Integration of Knowledge and Ideas:** Analyze the relationship between a primary and secondary source on the same topic. |       |       |  |
| **63.** | **CCSS.Literacy in H/SS.6-8.10** | **Range of Reading and Level of Text Complexity:** By the end of grade 8, read and comprehendhistory/social studies texts in the grades 6–8 textcomplexity band independently and proficiently. |       |       |  |

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| **SECTION 2.A: COMMON CORE** **READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES** | **TOTAL SECTION 2.A SUBTOTAL** |  |

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|  |  | **SECTION 2.B: COMMON CORE WRITING STANDARDS FOR LITERACY IN** **HISTORY/SOCIAL STUDIES** | **Citation Level 2** | **Citation Level 3** | **Score** |
|  | **CCSS.ELA-Literacy.WHST.6-8.1** | **Text Types and Purposes: Write arguments focused on discipline-specific content:** |  |  |  |
| **64.** | **CCSS.Literacy in H/SS.6-8.1A** | Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. |       |       |  |
| **65.** | **CCSS.ELA-Literacy.WHST.6-8.1.B** | Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. |       |       |  |
| **66.** | **CCSS.ELA-Literacy.WHST.6-8.1.C** | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. |       |       |  |
| **67.** | **CCSS.ELA-Literacy.WHST.6-8.1.D** | Establish and maintain a formal style. |       |       |  |
| **68.** | **CCSS.ELA-Literacy.WHST.6-8.1.E** | Provide a concluding statement or section that follows from and supports the argument presented. |       |       |  |
|  | **CCSS.Literacy in H/SS.6-8.2** | **Text Types and Purposes: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes:** |  |  |  |
| **69.** | **CCSS.ELA-Literacy.WHST.6-8.2.A** | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  |       |       |  |
| **70.** | **CCSS.ELA-Literacy.WHST.6-8.2.B** | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |       |       |  |
| **71.** | **CCSS.ELA-Literacy.WHST.6-8.2.C** | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |       |       |  |
| **72.** | **CCSS.ELA-Literacy.WHST.6-8.2.D** | Use precise language and domain-specific vocabulary to inform about or explain the topic. |       |       |  |
| **73.** | **CCSS.ELA-Literacy.WHST.6-8.2.E** | Establish and maintain a formal style and objective tone |       |       |  |
| **74.** | **CCSS.ELA-Literacy.WHST.6-8.2.F** | Provide a concluding statement or section that follows from and supports the information or explanation presented. |       |       |  |
| **75.** | **CCSS.ELA-Literacy.WHST.6-8.4** | **Production and Distribution of Writing:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |       |       |  |
| **76.** | **CCSS.ELA-Literacy.WHST.6-8.5** | **Production and Distribution of Writing:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |       |       |  |
| **77.** | **CCSS.ELA-Literacy.WHST.6-8.6** | **Production and Distribution of Writing:** Use technology, including the Internet, to produceand publish writing and present the relationshipsbetween information and ideas clearly andefficiently. |       |       |  |
| **78.** | **CCSS.ELA-Literacy.WHST.6-8.7** | **Research to Build and Present Knowledge:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |       |       |  |
| **79.** | **CCSS.ELA-Literacy.WHST.6-8.8** | **Research to Build and Present Knowledge:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |       |       |  |
| **80.** | **CCSS.ELA-Literacy.WHST.6-8.9** | **Research to Build and Present Knowledge:** Draw evidence from informational texts to support analysis reflection, and research. |       |       |  |
| **81.** | **CCSS.ELA-Literacy.WHST.6-8.10** | **Range of Writing:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |       |       |  |

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| **SECTION 2.B: COMMON CORE WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES** | **TOTAL SECTION 2.B SUBTOTAL** |  |

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| * **Publisher:**
* Section 2.C-2.D criteria are scored as to whether the evidence occurs in the instructional material; they are NOT scored using Bloom’s.
* Citations for Section 2.C-2.D “Other Relevant Criteria” will usually refer to the Teacher Edition or the Student Edition.
* List one citation per occurrence cell.
* All three citation occurrences must be found satisfactory by the Reviewer to meet the requirements of the standard.
 |
| **Reviewer: Use the Teacher’s Edition and the Student Edition to conduct this portion of the review.*** Zero (0): One or more of the citations did not meet the requirements of the standard
* Five (5): All 3 citations met the requirements of the standard.
 |

|  | **SECTION 2.C: Other Relevant Criteria – Publisher’s Criteria** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| --- | --- | --- | --- | --- | --- |
|  | **Materials aligned with standards provide sequential, cumulative instruction and practice opportunities for a full range of foundational skills.*****(Specify or cite how the following instructional recommendations occur within this curriculum.)*** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **82.** | **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. |       |       |       |  |
| **83.** | **Speaking and Listening:** Provide opportunities for students to develop oral fluency (e.g., oral presentation). |       |       |       |  |
| **84.** | **Speaking and Listening:** Provide multimedia and technology sources so students can compare and contrast the knowledge they gain from reading texts to multimedia sources. |       |       |       |  |
| **85.** | **Academic Vocabulary:** Provide focused resources to support students’ acquisition of both general academic vocabulary and domain-specific vocabulary. |       |       |       |  |
| **86.** | **Content:** Provide clearly stated learning goals and objectives for lessons and tasks aligned with the CCSS. |       |       |       |  |
| **87.** | **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. |       |       |       |  |
| **88.** | **Equity:** Offer strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation. |       |       |       |  |
| **89.** | **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. |       |       |       |  |
| **90.** | **Equity:** Provide opportunities for teacher and students to integrate with other content areas. |       |       |       |  |
| **91.** | **Assessment:** Offer assessment tools that measure student progress in all strands of the CCSS. |       |       |       |  |
| **92.** | **Assessment:** Offer varied formative and summative assessment tools, clearly defining which standards are being assessed. |       |       |       |  |
| **93.** | **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.C – OTHER RELEVANT CRITERIA – PUBLISHER’S CRITERIA** | **SECTION 2.C SUBTOTAL** |  |

|  | **SECTION 2.D: Other Relevant Criteria – Student/Teacher Edition** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| --- | --- | --- | --- | --- | --- |
| **94.** | The textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability. |       |       |       |  |
| **95.** | The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences. |       |       |       |  |
| **96.** | 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. |       |       |       |  |
| **97.** | 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. |       |       |       |  |
| **98.** | The textbook provides references to support student learning such as a glossary and word lists. |       |       |       |  |
| **99.** | Within each lesson of the Teacher’s Edition, there are clear measurable learning objectives and opportunities for differentiated instruction. |       |       |       |  |
| **100.** | The Teacher’s Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners. |       |       |       |  |
| **101.** | The Teacher’s Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.) |       |       |       |  |
| **102.** | The Teacher’s Edition provides writing activities where students explain their thinking. |       |       |       |  |
| **103.** | The Teacher’s Edition provides cooperative learning strategies. |       |       |       |  |
| **104.** | The Teacher’s Edition provides the teacher with instructional strategies for every lesson. |       |       |       |  |
| **105.** | 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. |       |       |       |  |
| **106.** | 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.D – OTHER RELEVANT CRITERIA – STUDENT/TEACHER EDITION** | **SECTION 2.D SUBTOTAL** |  |