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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. |

|  |  | **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**  **Describe how contemporary and historical people and events have influenced New Mexico communities and regions.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **1.** | **I-A(1).** | | Identify important issues, events, and individuals from New Mexico pre-history to the present. |  |  |  |
| **2.** | **I-A(2).** | | Describe the role of contemporary figures and how their contributions and perspectives are creating impact in New Mexico. |  |  |  |
|  | **I-B** | | **UNITED STATES**  **Understand connections among historical events, people, and symbols significant to United States history and cultures.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **3.** | **I-B(1).** | | Describe local events and their connections and relationships to national history. |  |  |  |
|  | **I-C** | | **WORLD**  **Students will identify and describe similar historical characteristics of the United States and its neighboring countries.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **4.** | **I-C(1).** | | Explain how historical events, people, and culture influence present day Canada, Mexico, and the United States (e.g., food, art, shelter, language). |  |  |  |
|  | **I-D** | | **SKILLS**  **Understand time passage and chronology.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **5.** | **I-D(1).** | | Describe and explain how historians and archaeologists provide information about people in different time periods. |  |  |  |
|  |  | | **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.** | **Citation Level 2** | **Citation Level 3** | **Score** |
|  |  | | **II-A. Understand the concept of location by using and constructing maps, globes, and other geographic tools to identify and derive information about people, places, and environments.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **6.** | **II-A(1).** | | Apply geographic tools of title, grid system, legends, symbols, scale, and compass rose to construct and interpret maps. |  |  |  |
| **7.** | **II-A(2).** | | Translate geographic information into a variety of formats such as graphs, maps, diagrams, and charts. |  |  |  |
| **8.** | **II-A(3).** | | Draw conclusions and make generalizations from geographic information and inquiry. |  |  |  |
|  |  | | **II-B. Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **9.** | **II-B(1).** | | Identify a region as an area with unifying characteristics (e.g., human, weather, agriculture, industry, natural characteristics). |  |  |  |
| **10.** | **II-B(2).** | | Describe the regions of New Mexico, the United States, and the Western Hemisphere. |  |  |  |
| **11.** | **II-B(3).** | | Identify ways in which different individuals and groups of people view and relate to places and regions. |  |  |  |
|  |  | | **II-C. Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **12.** | **II-C(1).** | | Explain how geographic factors have influenced people, including settlement patterns and population distribution in New Mexico, past and present. |  |  |  |
| **13.** | **II-C(2).** | | Explain how geographic factors have influenced people, including settlement patterns and population distribution in New Mexico, past and present. |  |  |  |
| **14.** | **II-C(3).** | | Understand how visual data (e.g., maps, graphs, diagrams, tables, charts) organizes and presents geographic information. |  |  |  |
|  |  | | **II-D. Understand how physical processes shape the Earth’s surface patterns and biosystems.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **15.** | **II-D(1).** | | Explain how the Earth-Sun relationships produce day and night, seasons, major climatic variations, and cause the need for time zones. |  |  |  |
| **16.** | **II-D(2).** | | Describe the four provinces (plains, mountains, plateau, and basin and range), that make up New Mexico’s land surface (geographic conditions). |  |  |  |
|  |  | | **II-E. Describe 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** |
| **17.** | **II-E(1).** | | Describe how cultures change. |  |  |  |
| **18.** | **II-E(2).** | | Describe how geographic factors influence the location and distribution of economic activities. |  |  |  |
| **19.** | **II-E(3).** | | Describe types and patterns of settlements. |  |  |  |
| **20.** | **II-E(4).** | | Identify the causes of human migration. |  |  |  |
| **21.** | **II-E(5).** | | Describe how and why people create boundaries and describe types of boundaries. |  |  |  |
|  |  | | **II-F. Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **22.** | **II-F(1).** | | Identify the distributions of natural and man-made resources in New Mexico, the Southwest, and the United States. |  |  |  |
|  |  | | **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. Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **23.** | **III-A(1).** | | Explain how the organization of New Mexico’s government changed during its early history. |  |  |  |
| **24.** | **III-A(2).** | | Compare how the State of New Mexico serves national interests and the interests of New Mexicans. |  |  |  |
| **25.** | **III-A(3).** | | Explain the difference between making laws, carrying out the laws, and determining if the laws have been broken, and identify the government bodies that perform these functions at the local, state, tribal, and national levels. |  |  |  |
|  |  | | **III-B Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **26.** | **III-B(1).** | | Describe various cultures and the communities they represent, and explain how they have evolved over time. |  |  |  |
|  |  | | **III-C. Become familiar with the basic purposes of government in New Mexico and the United States.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **27.** | **III-C(1).** | | Compare and contrast how the various governments have applied rules/laws, majority rule, “public good,” and protections of the minority in different periods of New Mexico’s history. |  |  |  |
|  |  | | **III-D. Understand rights and responsibilities of “good citizenship” as members of a family, school, community.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **28.** | **III-D(1).** | | Explain the difference between rights and responsibilities, why we have rules and laws, and the role of citizenship in promoting them. |  |  |  |
| **29.** | **III-D(2).** | | Examine issues of human rights. |  |  |  |
|  |  | | **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.** |  |  |  |
|  |  | | **IV-A. Understand that individuals, households, businesses, governments, and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives (both economic and intrinsic).** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **30.** | **IV-A(1).** | | Understand when choices are made that those choices impose “opportunity costs.” |  |  |  |
| **31.** | **IV-A(2).** | | Describe different economic, public, and/or community incentives (wages, business profits, amenities rights for property owners and renters). |  |  |  |
| **32.** | **IV-A(3).** | | Illustrate how resources can be used in alternative ways and, sometimes, allocated to different users. |  |  |  |
| **33.** | **IV-A(4).** | | Explain why there may be unequal distribution of resources (e.g., among people, communities, states, nations). |  |  |  |
| **34.** | **IV-A(5).** | | Understand and explain how conflict may arise between private and public incentives (e.g., new parks, parking structures). |  |  |  |

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|  |  | **IV-B Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **35.** | **IV-B(1).** | Understand how the characteristics and benefits of the free enterprise system in New Mexico compares to other economic systems in New Mexico (e.g., acequia systems). |  |  |  |
| **36.** | **IV-B(2).** | Explain that government raises money by taxing and borrowing to pay for the goods and services it provides. |  |  |  |
|  |  | **IV-C. Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **37.** | **IV-C(1).** | Identify patterns of work and economic activity in New Mexico and their sustainability over time (e.g., farming, ranching, mining, retail, transportation, manufacturing, tourism, high tech). |  |  |  |
| **38.** | **IV-C(2).** | Explain how New Mexico, the United States, and other parts of the world are economically interdependent. |  |  |  |
| **39.** | **IV-C(3).** | Explain that banks handle currency and other forms of money and serve as intermediaries between savers and borrowers. |  |  |  |
| **40.** | **IV-C(4).** | Explain that money can be used to express the “market value” of goods and services in the form of prices. |  |  |  |
| **41.** | **IV-C(5).** | Use data to explain an economic pattern. |  |  |  |
|  |  | **ADDITIONAL NEW MEXICO STATE STANDARDS** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **42.** |  | **Grade 4 students will:** gather relevant information from multiple sources, including oral knowledge; |  |  |  |
| **43.** |  | **Grade 4 students will:** apply digital tools to gather, evaluate, and use information. |  |  |  |

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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. |

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

|  |  | **Section 2.A CCSS – Reading Informational Text** | **Citation Level 2** | **Citation Level 3** | **Score** |
| --- | --- | --- | --- | --- | --- |
| **44.** | **CCSS.ELA-RI.4.1** | **Key Ideas and Details:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |  |  |  |
| **45.** | **CCSS.ELA-RI.4.3** | **Key Ideas and Details:** Explain events, procedures, ideas, or concepts in a historical text, including what happened and why, based on specific information in the text. |  |  |  |
| **46.** | **CCSS.ELA-RI.4.4** | **Craft and Structure:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |  |  |  |
| **47.** | **CCSS.ELA-RI.4.5** | **Craft and Structure:** Describe the overall structure (e.g., chronology,comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |  |  |  |
| **48.** | **CCSS.ELA-RI.4.6** | **Craft and Structure:** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |  |  |  |
| **49.** | **CCSS.ELA-RI.4.7** | **Integration of Knowledge and Ideas:** Interpret information presented visually, orally, or  quantitatively (e.g., in charts, graphs, diagrams,  time lines, animations, or interactive elements  on Web pages) and explain how the information  contributes to an understanding of the text in  which it appears. |  |  |  |
| **50.** | **CCSS.ELA-RI.4.9** | **Integration of Knowledge and Ideas:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |  |  |  |
| **51.** | **CCSS.ELA-RI.4.10** | **Range of Reading and Level of Text Complexity**: By the end of year, read and comprehend informational texts, including history/social studies, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |  |  |  |

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| **SECTION 2.A: CCSS READING STANDARDS** | **TOTAL SECTION 2.A SUBTOTAL** |  |

|  |  | **2.B CCSS – Writing Standards** | **Citation Level 2** | **Citation Level 3** | **Score** |
| --- | --- | --- | --- | --- | --- |
| **52.** | **CCSS.ELA-W.4.2b** | **Write informative/explanatory texts to examine a**  **topic and convey ideas and information clearly:** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |  |  |  |
| **53.** | **CCSS.ELA-W.4.2d** | **Write informative/explanatory texts to examine a**  **topic and convey ideas and information clearly:** Use precise language and domain-specific vocabulary to inform about or explain the topic. |  |  |  |
| **54.** | **CCSS.ELA-W.4.7** | **Research to Build and Present Knowledge:** Conduct short research projects that build knowledge through investigation of different aspects of a topic. |  |  |  |
| **55.** | **CCSS.ELA-W.4.9** | **Research to Build and Present Knowledge:** Draw evidence from literary or informational texts to support analysis, reflection, and research. |  |  |  |

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|  | **SECTION 2.B – COMMON CORE WRITING STANDARDS** | **SECTION 2.B SUBTOTAL** |  |

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| **SECTION 2.C-2.D: OTHER RELEVANT CRITERIA** |
| * **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** |
| **56.** | **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. |  |  |  |  |
| **57.** | **Speaking and Listening:** Provide opportunities for students to develop oral fluency (e.g., oral presentation). |  |  |  |  |
| **58.** | **Speaking and Listening:** Provide multimedia and technology sources so students can compare and contrast the knowledge they gain from reading texts to multimedia sources. |  |  |  |  |
| **59.** | **Academic Vocabulary:** Provide focused resources to support students’ acquisition of both general academic vocabulary and domain-specific vocabulary. |  |  |  |  |
| **60.** | **Content:** Provide clearly stated learning goals and objectives for lessons and tasks aligned with the CCSS. |  |  |  |  |
| **61.** | **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. |  |  |  |  |
| **62.** | **Equity:** Offer strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation. |  |  |  |  |
| **63.** | **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. |  |  |  |  |
| **64.** | **Equity:** Provide opportunities for teacher and students to integrate with other content areas. |  |  |  |  |
| **65.** | **Assessment:** Offer assessment tools that measure student progress in all strands of the CCSS. |  |  |  |  |
| **66.** | **Assessment:** Offer varied formative and summative assessment tools, clearly defining which standards are being assessed. |  |  |  |  |
| **67.** | **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** | |
| --- | --- | --- | --- | --- | --- | --- |
| **68.** | The textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability. |  |  |  |  | |
| **69.** | The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences. |  |  |  |  | |
| **70.** | 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. |  |  |  |  | |
| **71.** | 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. |  |  |  |  | |
| **72.** | The textbook provides references to support student learning such as a glossary and word lists. |  |  |  |  | |
| **73.** | Within each lesson of the Teacher’s Edition, there are clear measurable learning objectives and opportunities for differentiated instruction. |  |  |  |  | |
| **74.** | The Teacher’s Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners. |  |  |  |  | |
| **75.** | The Teacher’s Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.) |  |  |  |  | |
| **76.** | The Teacher’s Edition provides writing activities where students explain their thinking. |  |  |  |  | |
| **77.** | The Teacher’s Edition provides cooperative learning strategies. |  |  |  |  | |
| **78.** | The Teacher’s Edition provides the teacher with instructional strategies for every lesson. |  |  |  |  | |
| **79.** | 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. |  |  |  |  | |
| **80.** | 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** | |  |