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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** |
|  | **I-A(1).** | **Compare and contrast the contributions of the civilizations of the western hemisphere (e.g., Aztecs, Mayas, Toltecs, mound builders) with the early civilizations of the eastern hemisphere (e.g., Sumerians, Babylonians, Hebrews, Egyptians) and their impact upon societies, to include:** |  |  |  |
| **1.** | **I-A(1)a** | effect on world economies and trade;  |       |       |  |
| **2.** | **I-A(1)b** | roles of people, class structures, language; |       |       |  |
| **3.** | **I-A(1)c** | religious traditions and forms of government; and |       |       |  |
| **4.** | **I-A(1)d** | cultural and scientific contributions (e.g., advances in astronomy, mathematics, agriculture, architecture, artistic and oral traditions, development of writing systems and calendars). |       |       |  |
| **5.** | **I-A(2).** | Describe the characteristics of other indigenous peoples that had an effect upon New Mexico’s development (e.g., pueblo farmers, great plainshorse culture, nomadic bands, etc. - noting their development of tools, trading routes, adaptation to environments, social structure, domesticationof plants and animals). |       |       |  |
| **6.** | **I-A(3).** | Explain the significance of trails and trade routes within the region (e.g., Spanish trail, Camino Real, Santa Fe trail). |       |       |  |
| **7.** | **I-A(4).** | Describe how important individuals, groups and events impacted the development of New Mexico from 16th century to the present (e.g., Don Juan de Oñate, Don Diego de Vargas, pueblo revolt, Popé, 1837 revolt, 1848 rebellion, treaty of Guadalupe Hidalgo, William Becknell and the Santa Fe trail, buffalo soldiers, Lincoln county war, Navajo long walk, Theodore Roosevelt and the rough riders, Robert Goddard, J. Robert Oppenheimer, Smokey Bear, Dennis Chavez, Manuel Lujan, Manhattan project, Harrison Schmitt, Albuquerque international balloon fiesta). |       |       |  |
| **8.** | **I-A(5).** | Explain how New Mexicans have adapted to their physical environments to meet their needs over time (e.g., living in the desert, control over water resources, pueblo structure, highway system, use of natural resources). |       |       |  |
| **9.**  | **I-A(6).** | Explain the impact of New Mexico on the development of the American west up to the present, to include: availability of land (e.g., individual, government, railroad, tribal, etc.); government land grants/treaties; transportation (e.g., wagons, railroads, automobile); identification and use of natural and human resources; population growth and economic patterns; and cultural interactions among indigenous and arriving populations and the resulting changes. |       |       |  |
|  | **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** |
| **10.** | **I-B(1).** | Analyze United States political policies on expansion of the United States into the southwest (e.g., Mexican cession, Gadsden purchase, broken treaties, long walk of the Navajos). |       |       |  |
|  | **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** |
| **11.** | **I-C(1).** | Compare and contrast the influence of Spain on the western hemisphere from colonization to the present. |       |       |  |
|  | **I-D** | **SKILLS** **Research historical events and people from a variety of perspectives.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **12.** | **I-D(1).** | Analyze and evaluate information by developing and applying criteria for selecting appropriate information and use it to answer critical questions. |       |       |  |
| **13.** | **I-D(2).** | Demonstrate the ability to examine history from the perspectives of the participants. |       |       |  |
| **14.** | **I-D(3).** | Use the problem-solving process to identify a problem; gather information, list and consider advantages and disadvantages, choose and implement a solution and evaluate the effectiveness of the solution using technology to present findings. |       |       |  |
|  |  | **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** |
| **15.** | **II-A(1).** | Describe ways that mental maps reflect attitudes about places. |       |       |  |
| **16.** | **II-A(2).** | Describe factors affecting location of human activities, including land-use patterns in urban, suburban and rural areas. |       |       |  |
|  | **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** |
| **17.** | **II-B(1).** | Select and explore a region by its distinguishing characteristics. |       |       |  |
| **18.** | **II-B(2).** | Describe the role of technology in shaping the characteristics of places. |       |       |  |
| **19.** | **II-B(3).** | Explain how and why regions change, using global examples. |       |       |  |
| **20.** | **II-B(4).** | Describe geographically-based pathways of inter-regional interaction (e.g., the Camino Real’s role in establishing a major trade and communication route in the new world, the significance of waterways). |       |       |  |
|  | **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** |
| **21.** | **II-C(1).** | Explain how differing perceptions of places, people and resources have affected events and conditions in the past. |       |       |  |
| **22.** | **II-C(2).** | Interpret and analyze geographic information obtained from a variety of sources (e.g., maps, directly witnessed and surveillanced photographic and digital data, personal documents and interviews, symbolic representations - graphs, charts, diagrams, tables, etc.). |       |       |  |
| **23.** | **II-C(3).** | Recognize geographic questions and explain how to plan and execute an inquiry to answer them. |       |       |  |
| **24.** | **II-C(4).** | Explain a contemporary issue using geographic knowledge, tools and perspectives. |       |       |  |
|  | **II-D.** | **Explain how physical processes shape the Earth’s surface patterns and biosystems:** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **25.** | **II-D(1).** | Explain how physical processes influence the formation and location of resources. |       |       |  |
| **26.** | **II-D(2).** | Use data to interpret changing patterns of air, land, water, plants and animals. |       |       |  |
| **27.** | **II-D(3).** | Explain how ecosystems influence settlements and societies. |       |       |  |
|  | **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** |
| **28.** | **II-E(1).** | Analyze New Mexico settlement patterns and their impact on current issues. |       |       |  |
| **29.** | **II-E(2).** | Describe and analyze how the study of geography is used to improve our quality of life, including urban and environmental planning. |       |       |  |
| **30.** | **II-E(3).** | Explain the accessibility to the New Mexico territory via the Santa Fe trail and the railroad, conflicts with indigenous peoples and the resulting development of New Mexico. |       |       |  |
|  | **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** |
| **31.** | **II-F(1).** | Describe and evaluate the use and distribution of resources and their impact on countries throughout the world. |       |       |  |
| **32.** | **II-F(2).** | Describe how environmental events (e.g., hurricanes, tornados, floods) affect human activities and resources. |       |       |  |
|  |  | **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** |
|  | **III-A(1)** | **Explain the structure and functions of New Mexico’s state government as expressed in the New Mexico constitution, to include:**  |  |  |  |
| **33.** | **III-A(1)a** | roles and methods of initiative, referendum and recall processes; |       |       |  |
| **34.** | **III-A(1)b** | function of multiple executive offices; |       |       |  |
| **35.** | **III-A(1)c** | election process (e.g., primaries and general elections); |       |       |  |
| **36.** | **III-A(1)d** | criminal justice system (e.g., juvenile justice); |       |       |  |
| **37.** | **III-A(2)a.** | Explain the roles and relationships of different levels of the legislative process, to include the structure of New Mexico legislative districts (e.g., number of districts, students’ legislative districts, representatives and senators of the students’ districts); |       |       |  |
| **38.** | **III-A(2)b.** | Explain the roles and relationships of different levels of the legislative process, to include the structure of the New Mexico legislature and leaders of the legislature during the current session (e.g., bicameral, house of representatives and senate, speaker of the house of representatives, senate pro tem). |       |       |  |
| **39.** | **III-A(3).** | Compare the structure and functions of the New Mexico legislature with that of the state’s tribal governments (e.g., Pueblo Indian council;Navajo, Apache and Hopi nations). |       |       |  |
|  | **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** |
| **40.** | **III-B(1).** | Explain the concept of diversity and its significance within the political and social unity of New Mexico. |       |       |  |
| **41.** | **III-B(2).** | Describe ways in which different groups maintain their cultural heritage. |       |       |  |
| **42.** | **III-B(3).** | Explain how New Mexico’s state legislature and other state legislatures identify symbols representative of a state. |       |       |  |
| **43.** | **III-B(4).** | Identify official and unofficial public symbols of various cultures and describe how they are or are not exemplary of enduring elements of those cultures. |       |       |  |
|  | **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** |
| **44.** | **III-C(1).** | Compare and contrast New Mexico’s entry into the United States with that of the original thirteen colonies. |       |       |  |
| **45.** | **III-C(2).** | Understand the structure and function of New Mexico government as created by the New Mexico constitution and how it supports local, tribal and federal governments. |       |       |  |
|  | **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** |
| **46.** | **III-D(1).** | Explain the obligations and responsibilities of citizenship (e.g., the obligations of upholding the constitution, obeying the law, paying taxes, jury duty). |       |       |  |
| **47.** | **III-D(2).** | Explain the roles of citizens in political decision-making (e.g., voting, petitioning public officials, analyzing issues). |       |       |  |
|  |  | **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** |
| **48.** | **IV-A(1).** | Explain how economic and intrinsic incentives influence how individuals, households, businesses, governments and societies allocate and use their scarce resources. |       |       |  |
| **49.** | **IV-A(2).** | Explain why cooperation can yield higher benefits. |       |       |  |
|  | **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** |
| **50.** | **IV-B(1).** | Identify governmental activities that affect local, state, tribal and national economies. |       |       |  |
| **51.** | **IV-B(2).** | Analyze the impact of taxing and spending decisions upon individuals, organizations, businesses and various government entities. |       |       |  |
| **52.** | **IV-B(3).** | Explain the relationship of New Mexico with tribal governments regarding compact issues (e.g., taxes, gambling revenue, rights of way). |       |       |  |

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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** |
| **53.** | **IV-C(1).** | Explain how specialization leads to interdependence and describe ways most Americans depend on people in other households, communities and nations for some of the goods they consume. |       |       |  |
| **54.** | **IV-C(2).** | Understand the interdependencies between the economies of New Mexico, the United States and the world. |       |       |  |
| **55.** | **IV-C(3).** | Understand the factors that currently limit New Mexico from becoming an urban state, including: the availability and allocation of water, and the extent to which New Mexico relies upon traditional economic forms (e.g., the acequia systems, localized agricultural markets). |       |       |  |
| **56.** | **IV-C(4).** | Describe the relationship between New Mexico, tribal and United States economic systems. |       |       |  |
| **57.** | **IV-C(5).** | Compare and contrast New Mexico commerce with that of other states’ commerce. |       |       |  |
|  |  | **ADDITIONAL NEW MEXICO STATE STANDARDS** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **58.** |  | Reading standards for informational text: integration of knowledge and ideas. Students will:(1) distinguish between primary and secondary sources; |       |       |  |
| **59.** |  | 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** |
| **60.** | **CCSS.Literacy in H/SS.6-8.1** | **Key Ideas and Details:** Cite specific textual evidence to support analysis of primary and secondary sources. |       |       |  |
| **61.** | **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. |       |       |  |
| **62.** | **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). |       |       |  |
| **63.** | **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. |       |       |  |
| **64.** | **CCSS.Literacy in H/SS.6-8.5** | **Craft and Structure:** Describe how a text presents information (e.g., sequentially, comparatively, causally). |       |       |  |
| **65.** | **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). |       |       |  |
| **66.** | **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. |       |       |  |
| **67.** | **CCSS.Literacy in H/SS.6-8.8** | **Integration of Knowledge and Ideas:** Distinguish among fact, opinion, and reasoned judgment in a text. |       |       |  |
| **68.** | **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. |       |       |  |
| **69.** | **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:** |  |  |  |
| **70.** | **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. |       |       |  |
| **71.** | **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. |       |       |  |
| **72.** | **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. |       |       |  |
| **73.** | **CCSS.ELA-Literacy.WHST.6-8.1.D** | Establish and maintain a formal style. |       |       |  |
| **74.** | **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:** |  |  |  |
| **75.** | **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.  |       |       |  |
| **76.** | **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. |       |       |  |
| **77.** | **CCSS.ELA-Literacy.WHST.6-8.2.C** | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |       |       |  |
| **78.** | **CCSS.ELA-Literacy.WHST.6-8.2.D** | Use precise language and domain-specific vocabulary to inform about or explain the topic. |       |       |  |
| **79.** | **CCSS.ELA-Literacy.WHST.6-8.2.E** | Establish and maintain a formal style and objective tone |       |       |  |
| **80.** | **CCSS.ELA-Literacy.WHST.6-8.2.F** | Provide a concluding statement or section that follows from and supports the information or explanation presented. |       |       |  |
| **81.** | **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. |       |       |  |
| **82.** | **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. |       |       |  |
| **83.** | **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. |       |       |  |
| **84.** | **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. |       |       |  |
| **85.** | **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. |       |       |  |
| **86.** | **CCSS.ELA-Literacy.WHST.6-8.9** | **Research to Build and Present Knowledge:** Draw evidence from informational texts to support analysis reflection, and research. |       |       |  |
| **87.** | **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.
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|  | **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** |
| **88.** | **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. |       |       |       |  |
| **89.** | **Speaking and Listening:** Provide opportunities for students to develop oral fluency (e.g., oral presentation). |       |       |       |  |
| **90.** | **Speaking and Listening:** Provide multimedia and technology sources so students can compare and contrast the knowledge they gain from reading texts to multimedia sources. |       |       |       |  |
| **91.** | **Academic Vocabulary:** Provide focused resources to support students’ acquisition of both general academic vocabulary and domain-specific vocabulary. |       |       |       |  |
| **92.** | **Content:** Provide clearly stated learning goals and objectives for lessons and tasks aligned with the CCSS. |       |       |       |  |
| **93.** | **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. |       |       |       |  |
| **94.** | **Equity:** Offer strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation. |       |       |       |  |
| **95.** | **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. |       |       |       |  |
| **96.** | **Equity:** Provide opportunities for teacher and students to integrate with other content areas. |       |       |       |  |
| **97.** | **Assessment:** Offer assessment tools that measure student progress in all strands of the CCSS. |       |       |       |  |
| **98** | **Assessment:** Offer varied formative and summative assessment tools, clearly defining which standards are being assessed. |       |       |       |  |
| **99** | **Technology and Digital Resources:** Materials include teacher supports, strategies and resources in the Teacher Edition that are user-friendly and supportive of student learning. |       |       |       |  |
| **100** | **Technology and Digital Resources:** Materials include teacher supports, strategies and resources in the Teacher Edition that are user-friendly and supportive of student learning. |       |       |       |  |

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| **SECTION 2.C – OTHER RELEVANT CRITERIA – PUBLISHER’S CRITERIA** | **SECTION 2.C SUBTOTAL** |  |

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|  | **SECTION 2.D: Other Relevant Criteria – Student/Teacher Edition** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **101** | The textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability. |       |       |       |  |
| **102** | The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences. |       |       |       |  |
| **103** | 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. |       |       |       |  |
| **104** | 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. |       |       |       |  |
| **105** | The textbook provides references to support student learning such as a glossary and word lists. |       |       |       |  |
| **106** | Within each lesson of the Teacher’s Edition, there are clear measurable learning objectives and opportunities for differentiated instruction. |       |       |       |  |
| **107** | The Teacher’s Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners. |       |       |       |  |
| **108** | The Teacher’s Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.) |       |       |       |  |
| **109** | The Teacher’s Edition provides writing activities where students explain their thinking. |       |       |       |  |
| **110** | The Teacher’s Edition provides cooperative learning strategies. |       |       |       |  |
| **111** | The Teacher’s Edition provides the teacher with instructional strategies for every lesson. |       |       |       |  |
| **112** | 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. |       |       |       |  |
| **113** | 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. |       |       |       |  |

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| **SECTION 2.D – OTHER RELEVANT CRITERIA – STUDENT/TEACHER EDITION** | **SECTION 2.D SUBTOTAL** |  |