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

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

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

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

FACILITATOR USE ONLY

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

|  |
| --- |
| **Publisher:*** Section 1 criteria are scored as to whether the evidence demonstrates application of Bloom’s Taxonomy at the higher levels.
* For Section 1 you may enter two citations per citation level per criteria.
* Citations for Section 1 will refer to the Student Edition, Teacher Edition, or Student Workbook
 |
| * **Reviewer: Use the Student Edition, Teacher Edition, or Student Workbook to conduct this portion of the review.**
* Ten (10) points: The citation demonstrates Bloom’s Level 3.
* Six (6) points: The citation demonstrates Bloom’s Level 2.
* Zero (0) points: The citation does not meet either Level 2 or Level 3.
* For highlighted rows only – Five (5) points if the citation meets the standard and Zero (0) points if the citation does not meet.
 |

|  |  | **SECTION I: 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).** | Compare and contrast the settlement patterns of the American southwest with other regions of the United States. |       |       |  |
| **2.** | **I-A(2).** | Analyze New Mexico’s role and impact on the outcome of the civil war (e.g., strategic geographic location, significance of the battle of Glorieta Pass, trade routes to California, native allegiances). |       |       |  |
| **3.** | **I-A(3).** | Explain the role New Mexico played in the United States participation in the Spanish American war. |       |       |  |
|  | **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:** |  |  |  |
| **4.** | **I-B(1)a.** | attempts to regulate colonial trade through passage of Tea Act, Stamp Act and Intolerable Acts; colonists’ reaction to British policy (e.g., boycotts, the sons of liberty, petitions, appeals to parliament); |       |       |  |
| **5.** | **I-B(1)b.** | the ideas expressed in the declaration of independence, including the preamble; |       |       |  |
|  | **I-B(2).** | **Describe the aspirations, ideals and events that served as the foundation for the creation of a new national government, to include:** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **6.** | **I-B(2)a.** | Articles of Confederation, the Constitution and the success of each in implementing the ideals of the Declaration of Independence; |       |       |  |
| **7.** | **I-B(2)b.** | major debates of the constitutional convention and their resolution (e.g., the federalist papers), contributions and roles of major individuals in the writing and ratification of the constitution (e.g., George Washington, James Madison, Alexander Hamilton, Thomas Jefferson, James Monroe, John Jay); |       |       |  |
| **8.** | **I-B(2)c.** | struggles over ratification of the constitution and the creation of the bill of rights; |       |       |  |
|  | **I-B(3).** | **Describe and explain the actions taken to build one nation from thirteen states, to include:** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **9.** | **I-B(3)a.** | precedents established by George Washington (e.g., cabinet, two-term presidency); Alexander Hamilton’s financial plan (e.g., the national bank, payment of debts); |       |       |  |
| **10.** | **I-B(3)b.** | creation of political parties (Democratic Republicans and the Federalists); |       |       |  |
|  | **I-B(4).** | **Describe the successes and failures of the reforms during the age of Jackson, to include**:  |  |  |  |
| **11.** | **I-B(4)a** | The extension of franchise to all white men; |       |       |  |
| **12.** | **I-B(4)b** | The Indian removal, The Trail of Tears, The Long Walk; |       |       |  |
| **13.** | **I-B(4)c** | The abolition movement (e.g., Quakers, Harriet Tubman, underground railroad); |       |       |  |
|  | **I-B(5).** | **Describe, explain and analyze the aims and impact of western expansion and the settlement of the United States, to include:**  |  |  |  |
| **14.** | **I-B(5)a** | American belief in Manifest Destiny and how it led to the Mexican War and its consequences;  |       |       |  |
| **15.** | **I-B(5)b** | comparison of African American and Native American slavery; westward migration of peoples (e.g., Oregon, California, Mormons and Southwest); |       |       |  |
| **16.** | **I-B(5)c** | The origins and early history of the women’s movement; |       |       |  |
|  | **I-B(6).** | Explain how sectionalism led to The Civil War, to include: | **Citation Level 2** | **Citation Level 3** | **Score** |
| **17.** | **I-B(6)a.** | The different economies that developed in the north, south and west; addition of new states to the union and the balance of power in the United States Senate (Missouri and 1850 Compromises); |       |       |  |
| **18.** | **I-B(6)b.** | The extension of slavery into the territories (e.g., Dred Scott decision, Kansas-Nebraska Act, Frederick Douglass, John Brown); |       |       |  |
| **19.** | **I-B(6)c.** | The presidential election of 1860, Lincoln’s victory and the south’s secession; |       |       |  |
|  | **I-B(7).** | **Explain the course and consequences of The Civil War and how it divided people in the United States, to include:** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **20.** | **I-B(7)a.** | The contributions and significance of key figures (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, William Tecumseh Sherman, Ulysses S. Grant); |       |       |  |
| **21.** | **I-B(7)b.** | The major turning points in The Civil War, including Gettysburg; unique nature of the civil war (e.g., impact of Americans fighting Americans, high casualties caused by disease and type of warfare, widespread destruction of American property); |       |       |  |
| **22.** | **I-B(7)c.** | The role of African Americans; purpose and effect of the emancipation proclamation; and |       |       |  |
|  | **I-B(8).** | Analyze the character and lasting consequences of reconstruction, to include: | **Citation Level 2** | **Citation Level 3** | **Score** |
| **23.** | **I-B(8)a.** | Reconstruction plans; impact of Lincoln’s assassination and the impeachment of Andrew Johnson; |       |       |  |
| **24.** | **I-B(8)b.** | Attempts to protect the rights and enhance the opportunities for freedmen by the 13th, 14th and 15th amendments to the United States Constitution; |       |       |  |
| **25.** | **I-B(8)c.** | post-Civil War segregation policies and their resulting impact on racial issues in the United States. |       |       |  |
|  | **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** |
| **26.** | **I-C(1).** | Describe and explain the significance of the line of demarcation on the colonization of the New World; |       |       |  |
| **27.** | **I-C(2).** | Compare and contrast the influence of European countries (e.g., England, France, Holland) on the development of colonies in the New World; |       |       |  |
| **28.** | **I-C(3).** | Describe and explain the impact of the American Revolution on France and the French Revolution. |       |       |  |
|  | **I-D** | **SKILLS** **Research historical events and people from a variety of perspectives.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **29.** | **I-D(1).** | Demonstrate understanding and apply problem-solving skills for historical research, to include: use of primary and secondary sources; sequencing, posing questions to be answered by historical inquiry; collecting, interpreting and applying information; gathering and validating materials that present a variety of perspectives. |       |       |  |
|  |  | **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** |
| **30.** | **II-A(1).** | Describe patterns and processes of migration and diffusion. |       |       |  |
| **31.** | **II-A(2).** | Provide a historic overview of patterns of population expansion into the west by the many diverse groups of people (e.g., Native Americans, European Americans and others) to include movement into the southwest along established settlement, trade and rail routes. |       |       |  |
|  | **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** |
| **32.** | **II-B(1).** | Describe how individual and cultural characteristics affect perceptions of locales and regions. |       |       |  |
| **33.** | **II-B(2).** | Describe political, population and economic regions that result from patterns of human activity, using New Mexico as an example. |       |       |  |
|  | **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).** | Explain and evaluate how changing perceptions of place and the natural environment have affected human behavior. |       |       |  |
|  | **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).** | Explain how human activities and physical processes influence change in ecosystems. |       |       |  |
|  | **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 and describe how movement of people impacted and shaped western settlement. |       |       |  |
|  | **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** |
| **37.** | **II-F(1).** | Describe the differing viewpoints that individuals and groups have with respect to the use of 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 the national government as expressed in the United States constitution, and explain the powers granted to the three branches of government and those reserved to the people, states and tribes, to include:** |  |  |  |
| **38.** | **III-A(1)a** | the federal system (dividing sovereignty between the states and the federal government and their supporting bureaucracies); |       |       |  |
| **39.** | **III-A(1)b** | the sovereignty of Native American tribes in relation to state and federal governments (and government to government relationships); Bill of Rights, amendments to Constitution; |       |       |  |
| **40.** | **III-A(1)c** | the primacy of individual liberty; |       |       |  |
| **41.** | **III-A(1)d** | Constitution designed to secure our liberty by both empowering and limiting central government; struggles over the creation of the Bill of Rights and its ratification |       |       |  |
| **42.** | **III-A(1)e** | struggles over the creation of the Bill of Rights and its ratification |       |       |  |
| **43.** | **III-A(1)f** | separation of powers through the development of differing branches; |       |       |  |
| **44.** | **III-A(1)g** | John Marshall’s role in judicial review, including Marbury v. Madison; |       |       |  |
| **45.** | **III-A(2).** | Identify and describe a citizen's fundamental constitutional rights, to include:  |       |       |  |
| **46.** | **III-A(2)a** | freedom of religion, expression, assembly and press; |       |       |  |
| **47.** | **III-A(2)b** | right to a fair trial; |       |       |  |
| **48.** | **III-A(2)c** | equal protection and due process; |       |       |  |
| **49.** | **III-A(3).** | Describe the contributions of Native Americans in providing a model that was utilized in forming the United States government (Iroquois League). |       |       |  |
| **50.** | **III-A(4).** | Explain and describe how water rights and energy issues cross state and national boundaries. |       |       |  |
|  | **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** |
| **51.** | **III-B(1).** | Explain how the development of symbols, songs, traditions and concepts of leadership reflect American beliefs and principles. |       |       |  |
| **52.** | **III-B(2).** | Explain the importance of point of view and its relationship to freedom of speech and press. |       |       |  |
|  | **III-C.**  | **Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government:** |  |  |  |
|  | **III-C(1).** | **Describe political philosophies and concepts of government that became the foundation for the American Revolution and the United States****government, to include:** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **53.** | **III-C(1)a.** | The ideas of the nature of government and rights of the individuals expressed in the declaration of independence with its roots in English philosophers (e.g., John Locke); |       |       |  |
| **54.** | **III-C(1)b.** | The concept of limited government and the rule of law established in the Magna Carta and the English Bill of Rights; |       |       |  |
| **55.** | **III-C(1)c.** | The social covenant established in the Mayflower Compact; |       |       |  |
| **56.** | **III-C(1)d.** | The characteristics of representative governments; |       |       |  |
| **57.** | **III-C(1)e.** | Anti-federalist and Federalist arguments towards the new Constitution, including those expressed in the Federalist Papers; |       |       |  |
| **58.** | **III-C(1)f.** | The concepts of federalism, democracy, bicameralism, separation of powers, and checks and balances; |       |       |  |
| **59.** | **III-C(2).** | Explain the concept and practice of separation of powers among the U.S. Congress, the President and The Supreme Court; and |       |       |  |
| **60.** | **III-C(3).** | Understand the fundamental principles of American constitutional democracy, including how the government derives its power from thepeople. |       |       |  |
|  | **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** |
| **61.** | **III-D(1).** | Explain basic law-making processes and how the design of the United States constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., elections, political parties, interest groups). |       |       |  |
| **62.** | **III-D(2).** | Understand the multiplicity and complexity of human rights 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** |
| **63.** | **IV-A(1).** | Explain and provide examples of economic goals. |       |       |  |
| **64.** | **IV-A(2).** | Analyze the full costs and benefits of alternative uses of resources that will lead to productive use of resources today and in the future. |       |       |  |
| **65.** | **IV-A(3).** | Explain that tension between individuals, groups and countries is often based upon differential access to resources. |       |       |  |
|  | **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** |
| **66.** | **IV-B(1).** | Describe the relationships among supply, demand and price and their roles in the United States market system. |       |       |  |
| **67.** | **IV-B(2).** | Identify how fundamental characteristics of the United States’ economic system influence economic decision making (e.g., private property, profits, competition) at local, state, tribal and national levels. |       |       |  |
| **68.** | **IV-B(3).** | Explain changing economic activities in the United States and New Mexico and the role of technology in those changes. |       |       |  |
| **69.** | **IV-B(4).** | Identify situations in which price and value diverge. |       |       |  |
| **70.** | **IV-B(5).** | Describe the use of money over time (e.g., college funds beginning in elementary years, saving accounts, 401K accounts). |       |       |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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** |
| **71.** | **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. |       |       |  |
| **72.** | **IV-C(2).** | Understand the interdependencies between the economies of New Mexico, the United States and the world. |       |       |  |
| **73.** | **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). |       |       |  |
| **74.** | **IV-C(4).** | Describe the relationship between New Mexico, tribal and United States economic systems. |       |       |  |
| **75.** | **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** |
| **76.** |  | Reading standards for informational text: integration of knowledge and ideas. Students will:(1) distinguish between primary and secondary sources; |       |       |  |
| **77.** |  | 2) describe how the media use propaganda, bias, and stereotyping to influence audiences.   |       |       |  |

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

|  |
| --- |
| **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.
 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Section 2.A CCSS –** **READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **78.** | **CCSS.Literacy in H/SS.6-8.1** | **Key Ideas and Details:** Cite specific textual evidence to support analysis of primary and secondary sources. |       |       |  |
| **79.** | **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. |       |       |  |
| **80.** | **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). |       |       |  |
| **81.** | **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. |       |       |  |
| **82.** | **CCSS.Literacy in H/SS.6-8.5** | **Craft and Structure:** Describe how a text presents information (e.g., sequentially, comparatively, causally). |       |       |  |
| **83.** | **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). |       |       |  |
| **84.** | **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. |       |       |  |
| **85.** | **CCSS.Literacy in H/SS.6-8.8** | **Integration of Knowledge and Ideas:** Distinguish among fact, opinion, and reasoned judgment in a text. |       |       |  |
| **86.** | **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. |       |       |  |
| **87.** | **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. |       |       |  |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **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:** |  |  |  |
| **88.** | **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. |       |       |  |
| **89.** | **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. |       |       |  |
| **90.** | **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. |       |       |  |
| **91.** | **CCSS.ELA-Literacy.WHST.6-8.1.D** | Establish and maintain a formal style. |       |       |  |
| **92.** | **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:** |  |  |  |
| **93.** | **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.  |       |       |  |
| **94.** | **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. |       |       |  |
| **96.** | **CCSS.ELA-Literacy.WHST.6-8.2.C** | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |       |       |  |
| **97.** | **CCSS.ELA-Literacy.WHST.6-8.2.D** | Use precise language and domain-specific vocabulary to inform about or explain the topic. |       |       |  |
| **98.** | **CCSS.ELA-Literacy.WHST.6-8.2.E** | Establish and maintain a formal style and objective tone |       |       |  |
| **99.** | **CCSS.ELA-Literacy.WHST.6-8.2.F** | Provide a concluding statement or section that follows from and supports the information or explanation presented. |       |       |  |
| **100.** | **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. |       |       |  |
| **101.** | **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. |       |       |  |
| **102.** | **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. |       |       |  |
| **103.** | **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. |       |       |  |
| **104.** | **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. |       |       |  |
| **105.** | **CCSS.ELA-Literacy.WHST.6-8.9** | **Research to Build and Present Knowledge:** Draw evidence from informational texts to support analysis reflection, and research. |       |       |  |
| **106.** | **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. |       |       |  |

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

|  |
| --- |
| * **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** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **107.** | **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. |       |       |       |  |
| **108.** | **Speaking and Listening:** Provide opportunities for students to develop oral fluency (e.g., oral presentation). |       |       |       |  |
| **109.** | **Speaking and Listening:** Provide multimedia and technology sources so students can compare and contrast the knowledge they gain from reading texts to multimedia sources. |       |       |       |  |
| **110.** | **Academic Vocabulary:** Provide focused resources to support students’ acquisition of both general academic vocabulary and domain-specific vocabulary. |       |       |       |  |
| **111.** | **Content:** Provide clearly stated learning goals and objectives for lessons and tasks aligned with the CCSS. |       |       |       |  |
| **112.** | **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. |       |       |       |  |
| **113.** | **Equity:** Offer strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation. |       |       |       |  |
| **114.** | **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. |       |       |       |  |
| **115.** | **Equity:** Provide opportunities for teacher and students to integrate with other content areas. |       |       |       |  |
| **116.** | **Assessment:** Offer assessment tools that measure student progress in all strands of the CCSS. |       |       |       |  |
| **117.** | **Assessment:** Offer varied formative and summative assessment tools, clearly defining which standards are being assessed. |       |       |       |  |
| **118.** | **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** |
| --- | --- | --- | --- | --- | --- |
| **119.** | The textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability. |       |       |       |  |
| **120.** | The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences. |       |       |       |  |
| **121.** | 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. |       |       |       |  |
| **122.** | 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. |       |       |       |  |
| **123.** | The textbook provides references to support student learning such as a glossary and word lists. |       |       |       |  |
| **124.** | Within each lesson of the Teacher’s Edition, there are clear measurable learning objectives and opportunities for differentiated instruction. |       |       |       |  |
| **125.** | The Teacher’s Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners. |       |       |       |  |
| **126.** | The Teacher’s Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.) |       |       |       |  |
| **127.** | The Teacher’s Edition provides writing activities where students explain their thinking. |       |       |       |  |
| **128.** | The Teacher’s Edition provides cooperative learning strategies. |       |       |       |  |
| **129.** | The Teacher’s Edition provides the teacher with instructional strategies for every lesson. |       |       |       |  |
| **130.** | 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. |       |       |       |  |
| **131.** | 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** |  |