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| Publisher / Imprint: |       | Grade(s) | [ ]  9-10 [ ]  11-12 [ ]  9-12 |
| Title of Student Edition: |       | ISBN: |       |
| Title of Teacher Edition: |       | ISBN: |       |
| Title of SE Workbook: |       | ISBN: |       |

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

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

FACILITATOR USE ONLY

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| FINAL SCORE VERIFICATION (TO BE COMPLETED BY THE FACILITATOR) |
| 🞏 | Verified:90% or Higher | Facilitator Signature: |  |  |
| 🞏 | Verified:89% or Lower  | Facilitator Signature: |  |  |
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| **Publisher:*** Section 1 criteria are scored as to whether the evidence demonstrates application of Bloom’s Taxonomy at the higher levels.
* For Section 1 you may enter two citations per citation level per criteria.
* Citations for Section 1 will refer to the Student Edition, Teacher Edition, or Student Workbook
 |
| **Reviewer: Use the Student Edition, Teacher Edition, or Student Workbook to conduct this portion of the review.*** Ten (10) points: The citation demonstrates Bloom’s Level 3.
* Six (6) points: The citation demonstrates Bloom’s Level 2.
* Zero (0) points: The citation does not meet either Level 2 or Level 3.
* For highlighted rows only – Five (5) points if the citation meets the standard and Zero (0) points if the citation does not meet.
 |

|  |  | **SECTION I: NEW MEXICO CONTENT STANDARDS, BENCHMARKS AND PERFORMANCE STANDARDS.****SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS** | **Citation Level 2** | **Citation Level 3** | **Score** |
| --- | --- | --- | --- | --- | --- |
|  |  **I.** | **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****9-12 Benchmark 1-A;** **ANALYZE HOW PEOPLE AND EVENTS OF NEW MEXICO HAVE INFLUENCED UNITED STATES AND WORLD HISTORY SINCE STATEHOOD.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **1.** | **I-A(1)** | I-A(1) Compare and contrast the relationships over time of Native American tribes in New Mexico with other cultures  |       |       |   |
|  | **I-A(2)** | **I-A(2). Analyze the geographic, economic, social, and political factors of New Mexico that impacted United States and world history, to include:** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **2.** |  | I-A(2) **a.** land grant and treaty issues unresolved to present day and continuing to impact relations between and among citizens at the state, tribal, and federal government levels  |       |       |  |
| **3.** |  | I-A(2) **b.** role of water issues as they relate to development of industry, population growth, historical issues, and current acequia systems/water organizations  |       |       |  |
| **4.** |  | I-A(2) **c.** urban development  |       |       |  |
| **5.** |  | I-A(2) **d.** role of the federal government (e.g., military bases, national laboratories, national parks, Indian reservations, transportation systems, water projects)  |       |       |  |
| **6.** |  | I-A(2) **e.** unique role of New Mexico in the 21st century as a “Minority Majority” state |       |       |  |
| **7.** | **I-A(3)** | I-A(3) Analyze the role and impact of New Mexico and New Mexicans in World War II (e.g., Native Code Talkers, New Mexico National Guard, internment camps, Manhattan Project, Bataan Death March).  |       |       |  |
| **8.** | **I-A(4)** | I-A(4) Analyze the impact of the arts, sciences, and technology of New Mexico since World War II (e.g., artists, cultural artifacts, nuclear weapons, the arms race, technological advances, scientific developments, high tech industries, federal laboratories).  |       |       |  |
|  | **I-A(5)** | **I-A(5). Explain how New Mexico history represents a framework of knowledge and skills within which to understand the complexity of the human experience, to include:**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **9.** |  | I-A(5) **a.** analyze perspectives that have shaped the structures of historical knowledge  |       |       |  |
| **10.** |  | I-A(5) **b.** describe ways historians study the past  |       |       |  |
| **11.** |  | I-A(5) **c.** explain connections made between the past and the present and their impact  |       |       |  |
|  | **II.** |

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|  **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 HOW PHYSICAL PROCESSES SHAPE THE EARTH’S SURFACE PATTERNS AND BIOSYSTEMS.**  |

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|  | **II-A.** | **9-12 Benchmark 2-A: ANALYZE HOW PHYSICAL PROCESSES SHAPE THE EARTH’S SURFACE PATTERNS AND BIOSYSTEMS.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **12.** | **II-A(1).** | II-A(1). Explain and analyze how water is a scarce resource in New Mexico, both in quantity and quality.  |       |       |  |
| **13.** | **II-A(2)** | II-A(2) Understand the vocabulary and concepts of spatial interaction, including an analysis of population distributions and settlement patterns |       |       |  |
|  | **II-B.** | **9-12 Benchmark 2-B:** **ANALYZE AND EVALUATE 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** |
| **14.** | **II-B(1).** | II-B(1). Analyze the factors influencing economic activities (e.g., mining, ranching, agriculture, tribal gaming, tourism, high tech) that have resulted in New Mexico’s population growth. |       |       |  |
| **15.** | **II-B(2)** | II-B(2) Analyze how the character and meaning of a place is related to its economic, social and cultural characteristics, and why diverse groups in society view places and regions differently; |       |       |  |
| **16.** | **II-B(3)** | II-B(3) Analyze and evaluate changes in regions and recognize the patterns and causes of those changes (e.g., mining, tourism); and |       |       |  |
| **17.** | **II-B(4)** | II-B(4) Analyze and evaluate why places and regions are important to human identity (e.g., sacred tribal grounds, culturally unified neighborhoods).  |       |       |  |
|  | **II-C** | **9-12 Benchmark 2-C: analyze the impact of people, places and natural environments upon the past and present in terms of our ability to plan for the future:** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **18.** | **II-C(1)** | II-C(1) Analyze the fundamental role that geography has played in human history (e.g., the Russian winter on the defeat of Napoleon’s army and the same effect in World War II); |       |       |  |
| **19.** | **II-C(2)** | II-C(2) Compare and contrast how different viewpoints influence policy regarding the use and management of natural resources; |       |       |  |
| **20.** | **II-C(3)** | II-C(3) Analyze the role that spatial relationships have played in effecting historic events; and |       |       |  |
| **21.** | **II-C(4)** | II-C(4) Analyze the use of and effectiveness of technology in the study of geography; |       |       |  |
|  | **II-D** | **9-12 Benchmark 2-D: analyze how physical processes shape the earth’s surface patterns and biosystems**: | **Citation Level 2** | **Citation Level 3** | **Score** |
| **22.** | **II-D(1)** | II-D(1) Analyze how the earth’s physical processes are dynamic and interactive; |       |       |  |
| **23.** | **II-D(2)** | II-D(2) Analyze the importance of ecosystems in understanding environments; |       |       |  |
| **24.** | **II-D(3)** | II-D(3) Explain and analyze how water is a scare resource in New Mexico, both in quantity and quality; and |       |       |  |
| **25.** | **II-D(4)** | II-D(4) Explain the dynamics of the four basic components of the earth’s physical systems (atmosphere, biosphere, lithosphere and hydrosphere). |       |       |  |
|  | **II-E** | **9-12 Benchmark 2-E: analyze and evaluate how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict:** |  |  |  |
| **26.** | **II-E(1)** | II-E(1) Analyze the factors influencing economic activities (e.g., mining, ranching, agriculture, tribal gaming, tourism, high tech) that have resulted in New Mexico’s population growth |       |       |  |
| **27.** | **II-E(2)** | II-E(2) Analyze the effects of geographic factors on major events in United States and world history; |       |       |  |
| **28.** | **II-E(3)** | II-E(3) Analyze the interrelationships among settlement, migration, population-distribution patterns, land forms and climates in developing and developed countries; |       |       |  |
| **29**. | **II-E(4)** | II-E(4) How cooperation and conflict are involved in shaping the distribution of political, social and economic factors in New Mexico, United States and throughout the world (e.g., land grants, border issues, United States territories, Israel and the middle east, the former Soviet Union, and Sub-Saharan Africa); |       |       |  |
| **30.** | **II-E(5)** | II-E(5) Analyze how cultures shape characteristics of a region**;** |       |       |  |
| **31.** | **II-E(6)** | II-E(6) Analyze how differing points of view and self-interest play a role in conflict over territory and resources (e.g., impact of culture, politics, strategic locations, resources); and Analyze how differing points of view and self-interest play a role in conflict over territory and resources (e.g., impact of culture, politics, strategic locations, resources); |       |       |  |
| **32.** | **II-E(7)** | II-E(7) Evaluate the effects of technology on the developments, changes to, and interactions of cultures;  |       |       |  |
|  | **II-F** | **9-12 Benchmark 2-F: analyze and evaluate the effects of human and natural interactions in terms of changes in the meaning, use, distribution and importance of resources in order to predict our global capacity to support human activity.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **33.** | **II-F(1)** | II-F(1) Compare the ways man-made and natural processes modify the environment and how these modifications impact resource allocations;  |       |       |  |
| **34.** | **II-F(2)** | II-F(2) Analyze how environmental changes bring about and impact resources; |       |       |  |
| **35.** | **II-F(3)** | II-F(3) Analyze the geographic factors that influence the major world patterns of economic activity, economic connections among different regions, changing alignments in world trade partners and the potential redistribution of resources based on changing patterns and alignments.   |       |       |  |
|  | **III-B** | **III-B. ANALYZE HOW THE SYMBOLS, ICONS, SONGS, TRADITIONS, AND LEADERS OF NEW MEXICO AND THE UNITED STATES EXEMPLIFY IDEALS AND PROVIDE CONTINUITY AND A SENSE OF UNITY.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **36.** | **III-B(1)** | III-B(1). Analyze the qualities of effective leadership.  |       |       |  |
| **37.** | **III-B(2)** | III-B(2). Evaluate the impact of United States political, tribal, and social leaders on New Mexico and the nation.  |       |       |  |
| **38.** | **III-B(3)** | III-B(3). Analyze the contributions of symbols, songs, and traditions toward promoting a sense of unity at the state and national levels.  |       |       |  |
| **39.** | **III-B(4)** | III-B(4). Evaluate the role of New Mexico and United States symbols, icons, songs, and traditions in providing continuity over time. |       |       |  |
|  | **IV.** | **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.** | **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** |
| **40.** | **IV-A(1)** | IV-A(1). Describe how changes in technology, transportation, and communication affect the location and patterns of economic activities in New Mexico and the United States.  |       |       |  |
| **41.** | **IV-A(2).** | IV-A(2). Analyze the roles played by local, state, tribal, and national governments in both public and private sectors of the United States system.  |       |       |  |
|  |  | **SECTION 1 – NEW MEXICO CONTENT STANDARDS AND BENCHMARKS** | **TOTAL SECTION 1 SCORE** |  |

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| **Publisher:*** Section 2.A – 2.D -- If your material is suited for grades 9-10, you must enter citations for the 9-10 CCSS criteria (Sections 2.A & 2.C). If it is suited for grades 11-12, you must enter citations for the 11-12 CCSS criteria (Sections 2.B & 2.D). If your material is suited for grades 9-12, you must enter citations for the 9-12 CCSS criteria (Sections 2.A-2.D). Your material will be scored against the sections you cite (grades 9-10, 11-12 or 9-12).
* Section 2.A-2.D criteria are scored as to whether the evidence demonstrates application of Bloom’s Taxonomy at the higher levels.
* Citations for Section 2.A-2.D will refer to the Student Edition, Teacher Edition, or Student Workbook
* For Sections 2.A-2.D you may enter one citation per citation level per criteria
 |
| **Reviewer: Use the Student Edition, Teacher Edition, or Student Workbook to conduct this portion of the review.*** Six (6) points: The citation demonstrates Bloom’s Level 3.
* Four (4) points: The citation demonstrates Bloom’s Level 2.
* Zero (0) points: The citation does not meet either Level 2 or Level 3.
* For highlighted rows only – Four (4) points if the citation meets the standard and Zero (0) points if the citation does not meet.standard.
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**SECTION 2.A-2.D: COMMON CORE READING AND WRITING STANDARDS**

|  |  | **Section 2.A – 2.D -- If your material is suited for grades 9-10, you must enter citations for the 9-10 CCSS criteria (Sections 2.A & 2.C). If it is suited for grades 11-12, you must enter citations for the 11-12 CCSS criteria (Sections 2.B & 2.D). If your material is suited for grades 9-12, you must enter citations for the 9-12 CCSS criteria (Sections 2.A-2.D). Your material will be scored against the sections you cite (grades 9-10, 11-12 or 9-12).** |  |
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|  |  | **SECTION 2.A -- GRADES 9-10 CCSS - Reading For Literacy in History/Social Studies** | **Citation Level 2** | **Citation Level 3** | **Score** |
|  |  |  |  |  |  |
| **42.** | **CCSS.ELA-LITERACY.RH9-10.1** | **1**. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |       |       |  |
|  **43.** | **CCSS.ELA-LITERACY.RH9-10.2** | **2**. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |       |       |  |
| **44.** | **CCSS.ELA-LITERACY.RH9-10.3** | **3.** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |       |       |  |
| **45.** | **CCSS.ELA-LITERACY.RH9-10.4** | **4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. |       |       |  |
| **46,** | **CCSS.ELA-LITERACY.RH9-10.5** | **5**. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |       |       |  |
| **47.** | **CCSS.ELA-LITERACY.RH9-10.6** | **6.** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |       |       |  |
| **48.** | **CCSS.ELA-LITERACY.RH9-10.7** | **7.** Integrate quantitative or technical analysis(e.g. charts, research data) with qualitative analysis in print or digital text. |       |       |  |
| **49.** | **CCSS.ELA-LITERACY.RH9-10.8** | **8.** Assess the extent to which the reasoning and evidence in a text support the author’s claims. |       |       |  |
| **50.** | **CCSS.ELA-LITERACY.RH9-10.9** | **9.** Compare and contrast treatments of the same topic in several primary and secondary sources. |       |       |  |
| **51.** | **CCSS.ELA-LITERACY.RH9-10.10** | **10.** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. |       |       |  |
|  |  | **2.A GRADES 9-10 CCSS - Reading For Literacy in History/Social Studies** | **TOTAL SECTION 2.A SCORE** |  |

|  |  | **Section 2.A – 2.D -- If your material is suited for grades 9-10, you must enter citations for the 9-10 CCSS criteria (Sections 2.A & 2.C). If it is suited for grades 11-12, you must enter citations for the 11-12 CCSS criteria (Sections 2.B & 2.D). If your material is suited for grades 9-12, you must enter citations for the 9-12 CCSS criteria (Sections 2.A-2.D). Your material will be scored against the sections you cite (grades 9-10, 11-12 or 9-12).** |  |
| --- | --- | --- | --- |
|  |  | **SECTION 2.B -- GRADES 11-12 CCSS - Reading For Literacy in History/Social Studies** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **52.** | **CCSS.ELA.LITERACY.RH11-12.1** | **1.** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. |       |       |  |
| **53.** | **CCSS.ELA.LITERACY.RH11-12.2** | **2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |       |       |  |
| **54.** | **CCSS.ELA.LITERACY.RH11-12.3** | **3.** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |       |       |  |
| **55.** | **CCSS.ELA.LITERACY.RH11-12.4** | **4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). |       |       |  |
| **56.** | **CCSS.ELA.LITERACY.RH11-12.5** | **5.** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. |       |       |  |
| **57.** | **CCSS.ELA.LITERACY.RH11-12.6** | **6.** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. |       |       |  |
| **58.** | **CCSS.ELA.LITERACY.RH11-12.7** | **7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. |       |       |  |
| **59.** | **CCSS.ELA.LITERACY.RH11-12.8** | **8.** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. |       |       |  |
| **60.** | **CCSS.ELA.LITERACY.RH11-12.9** | **9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |       |       |  |
| **61.** | **CCSS.ELA.LITERACY.RH11-12.10** | **10.** By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently. |       |       |  |
|  |  | **2.B GRADES 11-12 CCCS - Reading For Literacy in History/Social Studies** | **TOTAL SECTION 2.B SCORE** |  |

|  |  | **Section 2.A – 2.D -- If your material is suited for grades 9-10, you must enter citations for the 9-10 CCSS criteria (Sections 2.A & 2.C). If it is suited for grades 11-12, you must enter citations for the 11-12 CCSS criteria (Sections 2.B & 2.D). If your material is suited for grades 9-12, you must enter citations for the 9-12 CCSS criteria (Sections 2.A-2.D). Your material will be scored against the sections you cite (grades 9-10, 11-12 or 9-12).** |  |
| --- | --- | --- | --- |
|  |  | **SECTION 2.C – GRADES 9-10 CCSS – Writing Standards for Literacy in History/Social Studies** | **Citation Level 2** | **Citation Level 3** | **Score** |
|  | **CCSS.ELA.LITERACY.WH9-10.1** | 1. Write arguments focused on discipline-specific content. |  |  |  |
| **62.** | **CCSS.ELA.LITERACY.WH9-10.1a** | **a**. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. |       |       |  |
| **63.** | **CCSS.ELA.LITERACY.WH9-10.1b** | **b**. Develop claim(s)and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. |       |       |  |
| **64.** | **CCSS.ELA.LITERACY.WH9-10.1c** | **c**. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and counterclaims. |       |       |  |
| **65.** | **CCSS.ELA.LITERACY.WH9-10.1d** | **d**. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |       |       |  |
| **66.** | **CCSS.ELA.LITERACY.WH9-10.1e** | **e.** Provide a concluding statement or section that follows from or supports the argument presented. |       |       |  |
|  | **CCSS.ELA.LITERACY.WH9-10.2** | **2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |  |  |  |
| **67.** | **CCSS.ELA.LITERACY.WH9-10.2a** | **a**. Introduce a topic and organized ideas, concepts, and information to make important connections and distinctions; include formatting (e.g. headings), graphics (e.g. figures, tables), and multimedia when useful to aiding comprehension**.** |       |       |  |
| **68.** | **CCSS.ELA.LITERACY.WH9-10.2b** | **b.** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. |       |       |  |
| **69.** | **CCSS.ELA.LITERACY.WH9-10.2c** | **c.** Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. |       |       |  |
| **70.** | **CCSS.ELA.LITERACY.WH9-10.2d** | **d.** Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. |       |       |  |
| **71.** | **CCSS.ELA.LITERACY.WH9-10.2e** | **e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |       |       |  |
| **72.** | **CCSS.ELA.LITERACY.WH9-10.2f** | **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic). |       |       |  |
| **73.** | **CCSS.ELA.LITERACY.WH9-10.3** | **3.** Incorporate narrative accounts into their analyses of individuals or events of historical import. |       |       |  |
| **74.** | **CCSS.ELA.LITERACY.WH9-10.4** | **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |       |       |  |
| **75.** | **CCSS.ELA.LITERACY.WH9-10.5** | **5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |       |       |  |
| **76.** | **CCSS.ELA.LITERACY.WH9-10.6** | **6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |       |       |  |
| **77.** | **CCSS.ELA.LITERACY.WH9-10.7** | **7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation |       |       |  |
| **78.** | **CCSS.ELA.LITERACY.WH9-10.8** | **8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  |       |       |  |
| **79.** | **CCSS.ELA.LITERACY.WH9-10.9** | **9.** Draw evidence from informational texts to support analysis, reflection, and research. |       |       |  |
| **80.** | **CCSS.ELA.LITERACY.WH9-10.10** | **10.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |       |       |  |
|  |  | **2.C GRADES 9-10 -- CCSS – Writing Standards for Literacy in History/Social Studies** | **TOTAL SECTION 2.C SCORE** |  |

|  |  | **Section 2.A – 2.D -- If your material is suited for grades 9-10, you must enter citations for the 9-10 CCSS criteria (Sections 2.A & 2.C). If it is suited for grades 11-12, you must enter citations for the 11-12 CCSS criteria (Sections 2.B & 2.D). If your material is suited for grades 9-12, you must enter citations for the 9-12 CCSS criteria (Sections 2.A-2.D). Your material will be scored against the sections you cite (grades 9-10, 11-12 or 9-12).** |  |
| --- | --- | --- | --- |
|  |  | **SECTION 2.D – GRADES 11-12 CCSS – Writing Standards for Literacy in History/Social Studies** | **Citation Level 2** | **Citation Level 3** | **Score** |
|  | **CCSS.ELA.LITERACY.WH11-12.1** | 1. **Write arguments focused on *discipline-specific content*.**
 |  |  |  |
| **81.** | **CCSS.ELA.LITERACY.WH11-12.1a** | 1. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 |       |       |  |
| **82.** | **CCSS.ELA.LITERACY.WH11-12.1b** | 1. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 |       |       |  |
| **83.** | **CCSS.ELA.LITERACY.WH11-12.1c** | 1. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 |       |       |  |
| **84.** | **CCSS.ELA.LITERACY.WH11-12.1d** | 1. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 |       |       |  |
| **85.** | **CCSS.ELA.LITERACY.WH11-12.1e** | 1. Provide a concluding statement or section that follows from or supports the argument presented.
 |       |       |  |
|  | **CCSS.ELA.LITERACY.WH11-12.2** | 1. **Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.**
 |  |  |  |
| **86.** | **CCSS.ELA.LITERACY.WH11-12.2a** | 1. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 |       |       |  |
| **87.** | **CCSS.ELA.LITERACY.WH11-12.2b** | 1. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 |       |       |  |
| **88.** | **CCSS.ELA.LITERACY.WH11-12.2c** | 1. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 |       |       |  |
| **89.** | **CCSS.ELA.LITERACY.WH11-12.2d** | 1. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 |       |       |  |
| **90.** | **CCSS.ELA.LITERACY.WH11-12.2e** | 1. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
 |       |       |  |
| **91.** | **CCSS.ELA.LITERACY.WH11-12.3** | 1. Incorporate narrative accounts into their analyses of individuals or events of historical importance
 |       |       |  |
| **92.** | **CCSS.ELA.LITERACY.WH11-12.4** | 1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 |       |       |  |
| **93.** | **CCSS.ELA.LITERACY.WH11-12.5** | 1. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 |       |       |  |
| **94.** | **CCSS.ELA.LITERACY.WH11-12.6** | 1. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
 |       |       |  |
| **95.** | **CCSS.ELA.LITERACY.WH11-12.7** | 1. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 |       |       |  |
| **96.** | **CCSS.ELA.LITERACY.WH11-12.8** | 1. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
 |       |       |  |
| **97.** | **CCSS.ELA.LITERACY.WH11-12.9** | 1. Draw evidence from informational texts to support analysis, reflection, and research.
 |       |       |  |
| **98.** | **CCSS.ELA.LITERACY.WH11-12.10** | 1. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
 |       |       |  |
|  |  | **2.D GRADES 11-12 -- CCSS – Writing Standards for Literacy in History/Social Studies** | **TOTAL SECTION 2.D SCORE E** |  |

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

|  | **SECTION 2.E: Other Relevant Criteria – Publisher’s Criteria** |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Materials aligned with standards provide sequential, cumulative instruction and practice opportunities for a full range of foundational skills.*****(Specify or cite how the following instructional recommendations occur within this curriculum.)*** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **99.** | **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. |       |       |       |  |
| **100** | **Speaking and Listening:** Provide opportunities for students to develop oral fluency (e.g., oral presentation). |       |       |       |  |
| **101** | **Speaking and Listening:** Provide multimedia and technology sources so students can compare and contrast the knowledge they gain from reading texts to multimedia sources. |       |       |       |  |
| **102** | **Academic Vocabulary:** Provide focused resources to support students’ acquisition of both general academic vocabulary and domain-specific vocabulary. |       |       |       |  |
| **103** | **Content:** Provide clearly stated learning goals and objectives for lessons and tasks aligned with the CCSS. |       |       |       |  |
| **104** | **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. |       |       |       |  |
| **105** | **Equity:** Offer strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation. |       |       |       |  |
| **106** | **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. |       |       |       |  |
| **107** | **Equity:** Provide opportunities for teacher and students to integrate with other content areas. |       |       |       |  |
| **108** | **Assessment:** Offer assessment tools that measure student progress in all strands of the CCSS. |       |       |       |  |
| **109** | **Assessment:** Offer varied formative and summative assessment tools, clearly defining which standards are being assessed. |       |       |       |  |
| **110** | **Technology and Digital Resources:** Materials include teacher supports, strategies and resources in the Teacher Edition that are user-friendly and supportive of student learning. |       |       |       |  |
|  | **SECTION 2.E – OTHER RELEVANT CRITERIA – PUBLISHER’S CRITERIA** | **TOTAL SECTION 2.E SCORE** |  |

|  | **SECTION 2.F: Other Relevant Criteria – Student/Teacher Edition** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| --- | --- | --- | --- | --- | --- |
| **111** | The textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability. |       |       |       |  |
| **112** | The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences. |       |       |       |  |
| **113** | 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. |       |       |       |  |
| **114** | 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. |       |       |       |  |
| **115** | The textbook provides references to support student learning such as a glossary and word lists. |       |       |       |  |
| **116** | Within each lesson of the Teacher’s Edition, there are clear measurable learning objectives and opportunities for differentiated instruction. |       |       |       |  |
| **117** | The Teacher’s Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners. |       |       |       |  |
| **118** | The Teacher’s Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.) |       |       |       |  |
| **119** | The Teacher’s Edition provides writing activities where students explain their thinking. |       |       |       |  |
| **120** | The Teacher’s Edition provides cooperative learning strategies. |       |       |       |  |
| **121** | The Teacher’s Edition provides the teacher with instructional strategies for every lesson. |       |       |       |  |
| **122** | 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. |       |       |       |  |
| **123** | The Teacher’s Edition embeds student assessments that are accompanied by student work exemplars and score identification of concepts and skills to support further instruction, differentiation, remediation or acceleration. |       |       |       |  |
|  | **SECTION 2.F – OTHER RELEVANT CRITERIA – STUDENT/TEACHER EDITION** | **TOTAL SECTION 2.F SCORE** |  |