



## F.1 Social Studies - Grade 1

**PROVIDER/PUBLISHER / MATERIAL INFORMATION (TO BE COMPLETED BY PROVIDER/PUBLISHER)**

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

**PUBLISHER CITATION VIDEO: Must be viewed before starting the review of this set of materials.**

Citation Video Link:			
Citation video certification:	I certify that I have viewed the citation video for this specific publisher and set of materials.		
Digital Material Log In (if applicable):	Website:	Username:	Password:

Section 1: Standards Review: Social Studies													
PROVIDER/PUBLISHER INSTRUCTIONS:													
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<b>Reviewer directions for Social Studies Standards Review:</b>			<p><b>Columns D-G:</b> The provider/publisher will provide a citation from the <b>Student Edition or Student Workbook (student-facing core material)</b>, print and/or digital) for the standard. Review the cited material and score the material by determining the degree to which it meets the standard.</p> <p>o M = Meets the standard o P = Partially meets the standard o D = Does not meet the standard</p> <p>Evidence for each publisher citation is required if you score the materials with a D. For your evidence for each standard that scores a D, choose one of the options from the dropdown menu in Column G. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column G.</p> <p>o <b>Any cells grayed out do not require a citation or evidence.</b> The score cells in those rows will automatically populate. o <b>Each score cell (column E) will turn green as you score the materials.</b></p>				<p><b>Columns H-K:</b> The provider/publisher will provide a citation from the <b>Teacher Edition (teacher-facing core material)</b>, print and/or digital) for the standard. Review the cited material, score the material by determining the degree to which it meets the standard, and provide evidence to support your determination:</p> <p>o M = Meets the standard o P = Partially meets the standard o D = Does not meet the standard</p> <p>o <b>Any cells grayed out do not require a citation or evidence.</b> The score cells in those rows will automatically populate. o <b>Each score cell (column I) and evidence cell (column K) will turn green as you score the materials.</b></p>						
Criteria #	Standard	F.1 Social Studies Grade 1	Provider/Publisher Citation from Student Edition/Workbook	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Provider/Publisher Citation from Teacher Edition	Score	Required: Reviewer's Evidence for Publisher Citation	Comments, other citations, or feedback				
<b>SOCIAL STUDIES STANDARDS</b>													
<b>A. CIVICS</b>													
1	1.A.1	The student shall demonstrate an understanding of the roles and responsibilities of a civic life by explaining and providing examples of how people play important roles in society.											
<b>B. ECONOMICS AND PERSONAL FINANCIAL LITERACY</b>													
2	1.B.1	The student shall demonstrate an understanding of incentives and choices by examining choices that families make in purchasing general goods and identifying costs associated with those choices.											
3	1.B.2	The student shall demonstrate an understanding of money and markets by examining decisions people make about spending and saving money.											
4	1.B.3	The student shall demonstrate an understanding of personal financial literacy by:											
5	1.B.3.a	(a) identifying examples of producers and consumers; and											
6	1.B.3.b	(b) examining how earning money through work is related to the purchase of goods and services.											
<b>C. GEOGRAPHY</b>													
7	1.C.1	The student shall demonstrate an understanding of geographic representations and reasoning by:											
8	1.C.1.a	(a) creating geographic representations to identify the location of familiar places and demonstrate how these representations can help us navigate from one place to the next, provide directions, or trace important routes;											
9	1.C.1.b	(b) identifying the common symbols used on maps for human-made structures and physical features; and											
10	1.C.1.c	(c) using a variety of maps to locate specific places, and identify major landforms, bodies of water, and other places of significance around the United States.											
11	1.C.2	The student shall demonstrate an understanding of location, place, and region by explaining how human-made structures are all examples of how people modify the physical environment to meet needs and wants.											
12	1.C.3	The student shall demonstrate an understanding of human-environmental interactions and sustainability by explaining how people interact with their physical environment in ways that may have a positive or a negative effect on natural resources.											
<b>D. HISTORY</b>													
13	1.D.1	The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by comparing life in New Mexico in the past to life in New Mexico today.											
14	1.D.2	The student shall demonstrate an understanding of historical thinking by:											
15	1.D.2.a	(a) comparing fact and opinion in stories and narratives from the past; and											
16	1.D.2.b	(b) demonstrating chronological thinking by distinguishing among past, present, and future using family, school, or community events.											
17	1.D.3	The student shall demonstrate an understanding of critical consciousness and perspectives by examining and identifying cultural differences within their community.											
<b>E. ETHNIC, CULTURAL, AND IDENTITY STUDIES</b>													
18	1.E.1	The student shall demonstrate an understanding of diversity and identity by:											
19	1.E.1.a	(a) explaining how groups of people believe different things and live in unique ways; and											
20	1.E.1.b	(b) explaining how student and individual identities are part of what makes each person unique and special.											
21	1.E.2	The student shall demonstrate an understanding of identity in history by investigating significant events, people, and observances in history, and discussing their effects on local and national communities.											
22	1.E.3	The student shall demonstrate an understanding of community equity building by investigating how people work together to accomplish a common task, and how working together benefits and challenges people.											
<b>F. INQUIRY</b>													
23	1.F.1	The student shall demonstrate an understanding of constructing compelling and supporting questions by:											
24	1.F.1.a	(a) recognizing a compelling question; and											
25	1.F.1.b	(b) generating supporting questions related to compelling questions within a variety of social studies topics.											
26	1.F.2	The student shall demonstrate an understanding of gathering and evaluating sources by interacting with a variety of primary and secondary sources.											
27	1.F.3	The student shall demonstrate an understanding of communicating and critiquing conclusions by constructing responses to compelling questions using examples.											
28	1.F.4	The student shall demonstrate an understanding of taking informed action by:											
29	1.F.4.a	(a) taking group or individual action to help address local, regional, or global problems or issues; and											

30	1.F.4.b	(b) using deliberative and democratic procedures to make decisions about, and act on, civic problems or issues in their classrooms.							
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**CCSS and ADDITIONAL NM STATE STANDARDS FOR LITERACY IN SOCIAL STUDIES**

**Reading Standards for Informational Text (RI)**

**Key Ideas and Details -- Informational Text**

31	CCSS.RI.1.1	Ask and answer questions about key details in a text.							
32	CCSS.RI.1.2	Identify the main topic and retell key details of a text.							
33	CCSS.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.							

**Craft and Structure -- Informational Text**

34	CCSS.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.							
35	CCSS.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.							
36	CCSS.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.							

**Integration of Knowledge and Ideas -- Informational Text**

37	CCSS.RI.1.7	Use the illustrations and details in a text to describe its key ideas.							
38	CCSS.RI.1.8	Identify the reasons an author gives to support points in a text.							
39	CCSS.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).							

**Range of Reading & Level of Text Complexity -- Informational Text**

40	CCSS.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.							
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**Writing Standards (W)**

**Text Types and Purposes -- Writing**

41	CCSS.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.							
42	CCSS.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.							

**Production and Distribution of Writing**

43	CCSS.W.1.6	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.							
44	NM E.2	Apply digital tools to gather, evaluate, and use information.							

**Research to Build and Present Knowledge**

45	CCSS.W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).							
46	CCSS.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.							

Section 2: Social Studies Content Review									
<p><b>PROVIDER/PUBLISHER INSTRUCTIONS:</b></p> <ul style="list-style-type: none"> <li>• Provider/Publisher citations for this section will refer to the <b>Teacher Edition (teacher-facing core material)</b> and/or <b>Student Edition/Student Workbook (student-facing core material)</b>. The cited Teacher Edition, Student Edition, and/or Student Workbook should correspond with titles and ISBNs entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams.</li> <li>• For this section, the provider/publisher will enter two citations per criterion (Columns C and G). Each citation should direct the reviewer to a specific location in the materials that best meets the criterion. The citations should be concise and should allow the reviewer to easily determine that all components of the criterion have been met. <b>Each citation should cover no more than 3 pages within the materials.</b> <ul style="list-style-type: none"> <li>o <b>Columns C and G:</b> Enter one citation in Column C and one citation in Column G from either the <b>Teacher Edition (teacher-facing core material)</b> OR <b>Student Edition/Student Workbook (student-facing core material)</b>. Each citation should direct the reviewer to a specific location in the materials that best meets the criterion. <b>Any cells grayed out do not require a citation.</b></li> </ul> </li> <li>• The material will be scored for alignment with each criterion as "Meets expectations," "Partially meets expectations," or "Does not meet expectations" based on the citations provided. <ul style="list-style-type: none"> <li>o <b>NOTE: You may not use a citation more than once across ALL sections of the rubric.</b></li> </ul> </li> </ul>									
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<b>FOCUS AREA 1 CONTENT AND DESIGN:</b>									
<b>Instructional materials provide a wide variety of texts, visuals, and multimedia content that develop students' knowledge and skills.</b>									
1	Instructional materials include and/or reference informational texts and literary works that are significant to historical time periods and cultural groups.								
2	Instructional materials include historical and present day maps, charts, graphs, diagrams, artworks, and illustrations to enable spatial, abstract, and critical thinking in various problem solving contexts.								
3	Instructional materials identify multimedia connections that align with a variety of learning styles and enhance students' analytical skills.								
<b>FOCUS AREA 2 SOCIAL STUDIES SKILLS:</b>									
<b>Instructional materials provide strategies to develop students' skills that are crucial to understanding Social Studies content.</b>									
4	Instructional materials include multicultural images that engage students in historical inquiry as well as develop understanding of complex events or relationships.								
5	Instructional materials provide strategies to elicit discourse among students on Social Studies topics.								
6	Instructional materials contain text-dependent/ text-specific questions with activities that build to a culminating task that integrates depth and complexity of analytical thinking.								
7	Instructional materials orient historical events toward contemporary local, regional, and global issues in order to activate student agency.								
8	Instructional materials are up to date and present current evidence and new interpretations.								
9	Instructional materials provide strategies for the effective use of scholarly sources in student writing.								
<b>FOCUS AREA 3 ACCESSIBILITY:</b>									
<b>Instructional materials provide differentiation for multiple learning styles, students with exceptionalities, English Language Learners (ELLs), and cultural differences.</b>									
10	Instructional materials provide all students (e.g. those who read below grade level, students with special needs, gifted students, and ELL) with extensive opportunities to encounter and comprehend grade-level and complex texts.								
11	Instructional materials assess students at a variety of knowledge levels (Bloom's, Depth of Knowledge, etc.).								
<b>FOCUS AREA 4 EQUITY:</b>									
<b>Instructional materials provide equitable representation of a wide range of perspectives.</b>									
12	Instructional materials provide equitable inclusion of accurate historical stories and perspectives beyond Eurocentric cultural scripts.								
13	Instructional materials engage students in learning about others' history, culture, identity and region while allowing students to maintain his/her/their own cultural integrity.								
<b>FOCUS AREA 5 TEACHER INSTRUCTIONAL RESOURCES/STRATEGIES:</b>									
<b>Instructional materials include resources for research based instructional strategies and advanced Social Studies concepts.</b>									
14	Teacher materials contain resources and explanations of instructional strategies and advanced Social Studies concepts.								

Section 2: All Content Review									
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<b>FOCUS AREA 1 COHERENCE:</b>									
<b>Instructional materials are coherent and consistent with the New Mexico Content Standards that all students should study in order to be college- and career-ready.</b>									
1	Instructional materials address the full content contained in the standards for all students by grade level.								
2	Instructional materials support students to show mastery of each standard.								
3	Instructional materials require students to engage at a level of maturity appropriate to the grade level under review.								
4	Instructional materials are coherent, making meaningful connections for students by linking the standards within a lesson and unit.								
<b>FOCUS AREA 2 WELL-DESIGNED LESSONS:</b>									
<b>Instructional materials take into account effective lesson structure and pacing.</b>									
5	The Teacher Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. The design of the assignments show a purposeful sequencing of teaching and learning expectations.								
6	Within each lesson of the instructional materials, there are clear, measurable, standards-aligned content objectives.								
7	Within each lesson of the instructional materials, there are clear, measurable language objectives tied directly to the content objectives.								
8	Instructional materials provide focused resources to support students' acquisition of both general academic vocabulary and content-specific vocabulary.								
9	The visual design of the instructional materials (whether in print or digital) maintains a consistent layout that supports student engagement with the subject.								
10	Instructional materials incorporate features that aid students and teachers in making meaning of the text.								
11	Instructional materials provide students with ongoing review and practice for the purpose of retaining previously acquired knowledge.								
<b>FOCUS AREA 3 RESOURCES FOR PLANNING:</b>									
<b>Instructional materials provide teacher resources to support planning, learning, and understanding of the New Mexico Content Standards.</b>									
12	Instructional materials provide a list of lessons in the Teacher Edition (in print or clearly distinguished/accessable as a teacher's edition in digital materials), cross-referencing the standards addressed and providing an estimated instructional time for each lesson, chapter, and unit. <b>(Publisher citation only required.)</b>								
13	Instructional materials support teachers with instructional strategies to help guide students' academic development.								
14	Instructional materials include a Teacher Edition with useful annotations and suggestions on how to present the content in the student edition and in the supporting material.								
15	Instructional materials integrate opportunities for digital learning, including interactive digital components.								
<b>FOCUS AREA 4 ASSESSMENT:</b>									
<b>Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.</b>									
16	Instructional materials provide a variety of assessments that measure student progress in all strands of the standards for the content under review. <b>(Adopted New Mexico Content Standards for 2022: New Mexico Social Studies Standards and New Mexico Core Arts Standards)</b>								
17	Instructional materials provide multiple formative and summative assessments, clearly defining which standards are being assessed through content and language objectives.								
18	Instructional materials provide scoring guides for assessments that are aligned with the standards they address, and that offer teachers guidance in interpreting student performance and suggestions for further instruction, differentiation, remediation and/or acceleration.								
19	Instructional materials provide appropriate assessment alternatives for English Learners, Culturally and Linguistically Diverse students, advanced students, and special needs students.								
20	Instructional materials include opportunities to assess student understanding and knowledge of the standards using technology.								
<b>FOCUS AREA 5 EXTENSIVE SUPPORT:</b>									
<b>Instructional materials give all students extensive opportunities and support to explore key concepts.</b>									
21	Instructional materials can be customized or adapted to meet the needs of different student populations.								
22	Instructional materials provide differentiated strategies and/or activities to meet the needs of students working below proficiency and those of advanced learners.								
23	Instructional materials provide appropriate linguistic support for English Learners and Culturally and Linguistically Diverse students, and accommodations and modifications for other special populations that will support their regular and active participation in learning content.								
24	Instructional materials provide strategies and resources for teachers to inform and engage parents, family members, and caregivers of all learners about the program and provide suggestions for how they can help support student progress and achievement. <b>(Publisher citation only required.)</b>								
25	Instructional materials include opportunities for all students that encourage and support creative thinking and effective problem-solving skills.								
<b>FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:</b>									
<b>Instructional materials represent a variety of cultural and linguistic perspectives.</b>									
26	Instructional materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials themselves and in the student discussions.								

27	Instructional materials provide a collection of images, stories, and information, representing a broad range of demographic groups, and do not make generalizations or reinforce stereotypes.							
28	Instructional materials provide context, illustrations, and activities for students to make interdisciplinary connections and/or connections to real-life experiences and diverse cultural and linguistic backgrounds.							
<b>FOCUS AREA 7 INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS: Instructional materials highlight diversity in culture and language through multiple perspectives.</b>								
29	Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language.							
30	Instructional materials include tools and resources that demonstrate multiple perspectives in a specific concept.							
31	Instructional materials engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico.							
32	Instructional materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.							