F.10.A US History - High School with Grades 9-10 CCSS Standards For Literacy in History/Social Studies

NEW MEXICO
Public Education Department

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:

PROVIDER/PUBLISHER INSTRUCTIONS:
• Provider/Publisher citations for this section will refer to the **Teacher Edition (teacher-facing core material)** and **Student Edition/Student Workbook (student-facing core material)**. 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.
• For this section, the provider publisher will enter two citations per standard (Columns D and H). Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. Each citation should cover no more than 3 pages within the materials.
　　o **Column D:** Enter one citation in Column D from the **Student Edition/Student Workbook (student-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. *Any cells grayed out do not require a citation.*
　　o **Column H:** Enter one citation in Column H from the **Teacher Edition (teacher-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. *Any cells grayed out do not require a citation.*
• The material will be scored for alignment with each standard as "Meets expectations," "Partially meets expectations," or "Does not meet expectations" based on the citations provided.
　　o **NOTE: You may not use a citation more than once across ALL sections of the rubric.**

		Reviewer directions for Social Studies Standards Review:	**Columns D-G:** The provider/publisher will provide a citation from the **Student Edition or Student Workbook (student-facing core material**, 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: o M = Meets the standard o P = Partially meets the standard o D = Does not meet the standard 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. 　o *Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.* 　o *Each score cell (column E) will turn green as you score the materials.*			**Columns H-K:** The provider/publisher will provide a citation from the **Teacher Edition (teacher-facing core material**, 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:** o M = Meets the standard o P = Partially meets the standard o D = Does not meet the standard 　o *Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.* 　o *Each score cell (column I) and evidence cell (column K) will turn green as you score the materials.*			
Criteria #	Standard	F.10.A High School US History with CCSS Grades 9-10	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
US HISTORY STANDARDS									
A. GEOGRAPHY									
1	HS.USH. A.1	The student shall demonstrate an understanding of movement, population, and systems by:							
2	HS.USH. A.1.a	(a) analyzing and predicting how locations, places, and regions impact the evolution of human perspective and identity;							
3	HS.USH. A.1.b	(b) predicting future social, political, economic, cultural, religious, spiritual, and environmental opportunities, and obstacles associated with movement, population, decision-making, and perspectives in a given place or region between 1945 and 1975;							
4	HS.USH. A.1.c	(c) describing how particular historical events and developments shape human processes and systems in World War II;							
5	HS.USH. A.1.d	(d) predicting future social, political, economic, cultural, religious, spiritual, and environmental opportunities, and obstacles associated with movement, population, decision-making, and perspectives in World War II; and							
6	HS.USH. A.1.e	(e) describing how particular historical events and developments shape human processes and systems in a given place or region over time, between 1945 and 1975.							
7	HS.USH. A.2	The student shall demonstrate an understanding of human-environmental interactions and sustainability by:							
8	HS.USH. A.2.a	(a) assessing how social, economic, politic, and environmental developments at global, national, regional, and local levels affect the sustainability of modern and traditional cultures between 1865 and 1877;							
9	HS.USH. A.2.b	(b) describing how particular historical events and developments shape human processes and systems in a given place or region over time, between 1890 and 1920;							
10	HS.USH. A.2.c	(c) analyzing how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of the Earth's surface and resources between 1920 and 1929;							
11	HS.USH. A.2.d	(d) analyzing how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of the Earth's surface and resources between 1929 and 1941;							
12	HS.USH. A.2.e	(e) analyzing how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of the Earth's surface and resources between 1945 and 1975; and							
13	HS.USH. A.2.f	(f) assessing how social, economic, political, and environmental developments at global, national, regional, and local levels affect the sustainability of modern and traditional cultures between 2008 and the present.							
B. HIGH SCHOOL UNITED STATES HISTORY									
14	HS.USH. B.1	The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by:							
15	HS.USH. B.1.a	(a) evaluating the long-term consequences of the end of reconstruction and the rise of Jim Crow on formerly enslaved people and their descendants in all regions of the country;							
16	HS.USH. B.1.b	(b) examining immigration policy in the United States;							
17	HS.USH. B.1.c	(c) evaluating what an efficient, equitable, equal, and just economic system would look like in the United States;							
18	HS.USH. B.1.d	(d) examining labor struggles and populist movements in the United States and comparing to other movements around the world;							
19	HS.USH. B.1.e	(e) examining United States imperialist policies and practices;							
20	HS.USH. B.1.f	(f) analyzing the influence of cultural, literary, and artistic movements between 1890 and 1920;							
21	HS.USH. B.1.g	(g) examining the ethics of the suppression of civil liberties and human rights during times of conflict and war, past and present;							
22	HS.USH. B.1.h	(h) analyzing the role of the United States in the world and the balance of foreign and domestic priorities;							
23	HS.USH. B.1.i	(i) analyzing the influence of cultural, literacy, and artistic movements during the progressive era and World War I;							
24	HS.USH. B.1.j	(j) exploring the change between traditionalism and modernity in American society in the past and compare it with today;							
25	HS.USH. B.1.k	(k) evaluating new deal programs and their impact on diverse groups of people in Americas;							
26	HS.USH. B.1.l	(l) analyzing the influence of cultural, literary, and artistic movements between 1929 and 1941;							
27	HS.USH. B.1.m	(m) analyzing the similarities, differences, and connections between the racial social order in the United States, Germany, and other countries during World War II;							
28	HS.USH. B.1.n	(n) analyzing the influence of cultural, literary, and artistic movements during World War II;							
29	HS.USH. B.1.o	(o) exploring the legacy of "othering" in the United States, including boarding schools, internment camps, and detention centers;							
30	HS.USH. B.1.p	(p) examining the short- and long-term effects of central intelligence agency involvement in Latin America;							

#	Code	Description							
31	HS.USH. B.1.q	(q) analyzing the impact of cold war rhetoric and ideology on social movements and activists in the United States;							
32	HS.USH. B.1.r	(r) examining how evolving global and domestic understanding of, and respect for, universal human rights affected in the development of the civil rights movement in the United States;							
33	HS.USH. B.1.s	(s) analyzing issues related to race relations in the United States since the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965;							
34	HS.USH. B.1.t	(t) evaluating the role of McCarthyism on the civil rights movement;							
35	HS.USH. B.1.u	(u) evaluating the influence of 1960s cultural and artistic movements from past to present day;							
36	HS.USH. B.1.v	(v) assessing the short- and long-term social and political impacts of conservatism and liberalism in the United States;							
37	HS.USH. B.1.w	(w) examining the short- and long-term impacts of criminal justice policy implemented during the presidencies of Ronald Reagan and Bill Clinton;							
38	HS.USH. B.1.x	(x) examining the push-pull relationship between conservatism and liberalism in America over time;							
39	HS.USH. B.1.y	(y) evaluating whether the cold war definitively ended in 1991;							
40	HS.USH. B.1.z	(z) analyzing the influence of cultural, literary, and artistic movements between 2008 and the present; and							
41	HS.USH. B.1.aa	(aa) analyzing major trends, issues, and advances to address healthcare disparities in the past, present, and future.							
42	HS.USH. B.2	The student shall demonstrate an understanding of causes and consequences by:							
43	HS.USH. B.2.a	(a) analyzing the short- and long-term effects of the end of the civil war and reconstruction period;							
44	HS.USH. B.2.b	(b) examining the impact of the end of the civil war on the settlement of the west, and on the relationships between the United States and the indigenous nations of the west;							
45	HS.USH. B.2.c	(c) explaining the various causes of the industrial revolution;							
46	HS.USH. B.2.d	(d) evaluating the consequences of the industrial revolution;							
47	HS.USH. B.2.e	(e) analyzing social, political, and economic reasons groups migrated to and within the United States, including push and pull factors;							
48	HS.USH. B.2.f	(f) analyzing the causes and course of the growing role of the United States in world affairs from the civil war to World War I;							
49	HS.USH. B.2.g	(g) distinguishing between the long-term causes and triggering events that led the United States into World War I;							
50	HS.USH. B.2.h	(h) explaining the course and significance of Woodrow Wilson's wartime diplomacy, including his fourteen points, the league of nations, and the failure of the treaty of Versailles;							
51	HS.USH. B.2.i	(i) assessing how new technology in transportation, communication, and finance impacted American society;							
52	HS.USH. B.2.j	(j) describing the multiple causes and consequences of the global and the United States depression of the 1930s;							
53	HS.USH. B.2.k	(k) assessing the impact and legacy of new deal relief, recovery, and reform programs;							
54	HS.USH. B.2.l	(l) explaining the reasons for American involvement in World War II and the key actions and events leading up to declarations of war against Japan and Germany;							
55	HS.USH. B.2.m	(m) explaining the rise of fascism and the forms it took in Germany and Italy, including ideas and policies that led to the Holocaust, also known as Shoah;							
56	HS.USH. B.2.n	(n) analyzing the events that led to World War II, the major battles of the war, use of nuclear weapons, and the Holocaust, also known as Shoah;							
57	HS.USH. B.2.o	(o) analyzing the consequences of World War II, including the conferences of allied leaders following the war, and the development of human rights;							
58	HS.USH. B.2.p	(p) assessing the social, political, and economic transformation of the United States during World War II.;							
59	HS.USH. B.2.q	(q) analyzing the causes, conflicts, and consequences of the cold war;							
60	HS.USH. B.2.r	(r) evaluating the policy of containment as a response by the United States to Soviet expansionist policies;							
61	HS.USH. B.2.s	(s) analyzing how United States foreign policy during the cold war shaped conflicts in Asia and the Americas;							
62	HS.USH. B.2.t	(t) analyzing the roots of domestic communism and anti-communism in the 1950s, the origins and consequences of, and the resistance to McCarthyism;							
63	HS.USH. B.2.u	(u) analyzing the origin, goals, and outcomes of civil rights groups in the 1950s and the 1960s, and their influence on contemporary civil rights movements;							
64	HS.USH. B.2.v	(v) evaluating resistance to integration in white communities, protests to end segregation, and the supreme court decisions on civil rights;							
65	HS.USH. B.2.w	(w) analyzing the social, political, and economic conditions of the 1960s and 1970s that led to a rise in conservatism and its overall impact on society; and							
66	HS.USH. B.2.x	(x) analyzing how communist economic policies and United States-sponsored resistance to Soviet military and diplomatic initiatives contributed to the fall of the Berlin wall in 1989 and the dissolution of the Soviet Union in 1991.							
67	HS.USH. B.2.y	(y)explaining the rise of fascism and the forms it took in Germany and Italy, including ideas and policies that led to the holocaust;							
68	HS.USH. B.3	The student shall demonstrate an understanding of critical consciousness and perspectives by:							
69	HS.USH. B.3.a	(a) evaluating how the events of reconstruction impacted people from diverse groups;							
70	HS.USH. B.3.b	(b) exploring African American economic, political, and sociocultural (educational, artistic, literary) responses to emancipation and reconstruction;							
71	HS.USH. B.3.c	(c) identifying the ways in which gender roles were changing and unchanged during the 19th century;							
72	HS.USH. B.3.d	(d) evaluating the effects of the entry of women into the workforce after the civil war and analyzing women's political organizations;							

73	HS.USH. B.3.e	(e)　analyzing the consequences of the continuing westward expansion of the American people after the civil war;						
74	HS.USH. B.3.f	(f)　evaluating the impact of the 14th Amendment on indigenous people and Asian and European immigrant men and women;						
75	HS.USH. B.3.g	(g)　examining the ways that the great migration changed America, and exploring the ways that African Americans adapted and resisted;						
76	HS.USH. B.3.h	(h)　evaluating how events during imperialism impacted people from diverse groups;						
77	HS.USH. B.3.i	(i)　examining the ways in which art, journalism, literature, and cultural artifacts served as forms of resistance and contributed to the anti-imperialist movement;						
78	HS.USH. B.3.j	(j)　evaluating major reform movements and reformers during the progressive era;						
79	HS.USH. B.3.k	(k)　evaluating the inclusivity and exclusivity of progressive era reform movements;						
80	HS.USH. B.3.l	(l)　analyzing the campaign for, and the opposition to, women's suffrage in the late 19th and early 20th centuries;						
81	HS.USH. B.3.m	(m)　analyzing the strategies of African Americans to achieve basic civil rights in the early 20th century;						
82	HS.USH. B.3.n	(n)　analyzing how ideologies of the progressive movement impacted indigenous people in the United States;						
83	HS.USH. B.3.o	(o)　evaluating how the events of the 1920s impacted people from diverse groups;						
84	HS.USH. B.3.p	(p)　exploring the arts, entrepreneurship, and philanthropy of the Harlem renaissance and its connections to the great migration;						
85	HS.USH. B.3.q	(q)　evaluating the passage of the 19th amendment from the perspective of diverse groups in American society;						
86	HS.USH. B.3.r	(r)　examining the ways in which gender role norms changed and stayed the same in 1920s America;						
87	HS.USH. B.3.s	(s)　examining the lives and experiences of Latinos and other diverse groups and the relationship of the United States to Mexico;						
88	HS.USH. B.3.t	(t)　evaluating how the events of this time period, during World War II, impacted people from diverse groups;						
89	HS.USH. B.3.u	(u)　examining the ways in which gender roles changed and stayed the same for women during World War II;						
90	HS.USH. B.3.v	(v)　evaluating how the events during the cold war impacted people from diverse groups;						
91	HS.USH. B.3.w	(w)　examining the ways in which gender roles changed and stayed the same during World War II;						
92	HS.USH. B.3.x	(x)　evaluating how the events of the civil rights movement impacted people from diverse groups;						
93	HS.USH. B.3.y	(y)　analyzing the causes, course, and impact on American politics and society of new social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation;						
94	HS.USH. B.3.z	(z)　evaluating how major world events between 1968 and 2008, such as 9/11, and the rise of global terrorism impacted people from diverse groups;						
95	HS.USH. B.3.aa	(aa)　examining the ways in which gender roles changed and stayed the same between 1945 and 1975;						
96	HS.USH. B.3.bb	(bb)　evaluating the significance of the federal 1990 Americans with Disabilities Act;						
97	HS.USH. B.3.cc	(cc)　examining the experiences, activism, and legislation impacting the LGBTQIA+ community;						
98	HS.USH. B.3.dd	(dd)　evaluating how the events between 2008 and the present impact people from diverse groups; and						
99	HS.USH. B.3.ee	(ee)　examining the ways in which gender roles changed and stayed the same between 1968 and 2008.						
100	HS.USH. B.4	The student shall demonstrate an understanding of power dynamics, leadership, and agency by:						
101	HS.USH. B.4.a	(a)　exploring the efforts of the federal government, African Americans, and civil society reformers to create a new political and social order after emancipation;						
102	HS.USH. B.4.b	(b)　explaining what progressivism meant in the early 20th century through the ideas, actions, and experiences of progressive leaders;						
103	HS.USH. B.4.c	(c)　analyzing the governmental policies of the progressive period, determine which problems they were designed to solve, and assessing long- and short-term effectiveness;						
104	HS.USH. B.4.d	(d)　analyzing the role of the United States in World War I;						
105	HS.USH. B.4.e	(e)　examining the conflict between traditionalism and modernity as manifested in the major political and economic events in the first two decades of the 20th century;						
106	HS.USH. B.4.f	(f)　summarizing United States diplomatic and military policies during the cold war;						
107	HS.USH. B.4.g	(g)　analyzing the important policies and events that took place during the presidencies of John F. Kennedy, Lyndon Johnson, and Richard Nixon;						
108	HS.USH. B.4.h	(h)　analyzing the rise of conservatism and liberalism in American politics and society;						
109	HS.USH. B.4.i	(i)　evaluating the role of the United States in contemporary global issues;						
110	HS.USH. B.4.j	(j)　evaluating the impacts of contemporary global issues on the United States;						
111	HS.USH. B.4.k	(k)　analyzing the current state and health of American democracy;						
112	HS.USH. B.4.l	(l)　analyzing some of the major technological and social trends and issues of the late 20th and early 21st centuries;						
113	HS.USH. B.4.m	(m)　evaluating the effectiveness of the federal government's response to international and domestic terrorism in the 21st century;						
114	HS.USH. B.4.n	(n)　examining contemporary civil and human rights struggles and successes; and						
115	HS.USH. B.4.o	(o)　analyzing United States government policies to reduce climate disruption.						
C. ETHNIC, CULTURAL, AND IDENTITY STUDIES								
116	HS.USH. C.1	The student shall demonstrate an understanding of diversity and identity by:						
117	HS.USH. C.1.a	(a)　investigating how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy;						

#	Standard	Description							
118	HS.USH. C.1.b	(b) identifying and exploring how current traditions, rites, and norms of identity groups have or are changing over time;							
119	HS.USH. C.1.c	(c)comparing and contrasting the various origins – indigenous, forced, voluntary – of identity groups in the United States;							
120	HS.USH. C.1.d	(d)examining the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language, between 1865 and 1920;							
121	HS.USH. C.1.e	(e)examining the impact of historical, cultural, economic, political, religious, and social factors, which resulted in unequal power relations among identity groups, between 1890 and 1920;							
122	HS.USH. C.1.f	(f)examining the impact of historical, cultural, economic, political, religious, and social factors, which resulted in unequal power relations among identity groups, during the progressive era and World War I;							
123	HS.USH. C.1.g	(g)examining the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language, during the progressive era and World War I;							
124	HS.USH. C.1.h	(h)examining the impact of historical, cultural, economic, political, religious, and social factors, which resulted in unequal power relations among identity groups, between 1920 and 1929;							
125	HS.USH. C.1.i	(i)examining the impact of historical, cultural, economic, political, religious, and social factors, which resulted in unequal power relations among identity groups, between 1929 and 1941; and							
126	HS.USH. C.1.j	(j)assessing how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.							
127	HS.USH. C.2	The student shall demonstrate an understanding of community identity in history by examining the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.							
128	HS.USH. C.3	The student shall demonstrate an understanding of community equity building by:							
129	HS.USH. C.3.a	(a) examining historical and contemporary cultural, economic, political, and social contributions to society by individuals or groups within an identity group;							
130	HS.USH. C.3.b	(b) examining the impact of historical, cultural, economic, political, religious, and social factors, which resulted in unequal power relations among identity groups, during World War II;							
131	HS.USH. C.3.c	(c) investigating how identity groups and society address systemic identity through individual actions, individual champions, social movements, and local community, national, and global advocacy;							
132	HS.USH. C.3.d	(d) examining historical and contemporary cultural, economic, intellectual, political, and social contribution to society by individuals or groups within an identity group;							
133	HS.USH. C.3.e	(e) investigating how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy; and							
134	HS.USH. C.3.f	(f) evaluating the role of racial social construct in the structure and function of a 21st century American society;							
D. INQUIRY									
135	HS.USH. D.1	The student shall demonstrate an understanding of constructing compelling and supporting questions by:							
136	HS.USH. D.1.a	(a) creating compelling questions representing key ideas within the disciplines; and							
137	HS.USH. D.1.b	(b) developing supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.							
138	HS.USH. D.2	The student shall demonstrate an understanding of gathering and evaluating sources by:							
139	HS.USH. D.2.a	(a) gathering relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection; and							
140	HS.USH. D.2.b	(b) evaluating the credibility of a source by examining how experts value the source.							
141	HS.USH. D.3	The student shall demonstrate an understanding of developing claims by:							
142	HS.USH. D.3.a	(a) identifying evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence to revise or strengthen claims; and							
143	HS.USH. D.3.b	(b) refining claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.							
144	HS.USH. D.4	The student shall demonstrate an understanding of communicating and critiquing conclusions by:							
145	HS.USH. D.4.a	(a) constructing arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses;							
146	HS.USH. D.4.b	(b) constructing explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose;							
147	HS.USH. D.4.c	(c) presenting adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies; and							
148	HS.USH. D.4.d	(d) critiquing the use of claims and evidence in arguments for credibility.							
149	HS.USH. D.5	The student shall demonstrate an understanding of taking informed action by:							
150	HS.USH. D.5.a	(a) using disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place; and							
151	HS.USH. D.5.b	(b) applying a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.							

CCSS STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

Reading Standards for Literacy in History/Social Studies Grades 9-10

		Key Ideas and Details						
152	CCSS.RH. 9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.						
153	CCSS.RH. 9-10.2	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.						
154	CCSS.RH. 9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.						
Craft and Structure								
155	CCSS.RH. 9-10.4	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.						
156	CCSS.RH. 9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.						
157	CCSS.RH. 9-10.6	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.						
Integration of Knowledge and Ideas								
158	CCSS.RH. 9-10.7	Integrate quantitative or technical analysis(e.g. charts, research data) with qualitative analysis in print or digital text.						
159	CCSS.RH. 9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.						
160	CCSS.RH. 9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.						
Range of Reading & Level of Text Complexity								
161	CCSS.RH. 9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.						
Writing Standards for Literacy in HIstory/Social Studies Grades 9-10								
Text Types and Purposes								
162	CCSS.WHST. 9-10.1	Write arguments focused on discipline-specific content.						
163	CCSS.WHST. 9-10.1A	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.						
164	CCSS.WHST. 9-10.1B	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.						
165	CCSS.WHST. 9-10.1C	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and counterclaims.						
166	CCSS.WHST. 9-10.1D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.						
167	CCSS.WHST. 9-10.1E	Provide a concluding statement or section that follows from or supports the argument presented.						
168	CCSS.WHST. 9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.						
169	CCSS.WHST. 9-10.2A	Introduce a topic and organize 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.						
170	CCSS.WHST. 9-10.2B	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.						
171	CCSS.WHST. 9-10.2C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.						
172	CCSS.WHST. 9-10.2D	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.						
173	CCSS.WHST. 9-10.2E	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.						
174	CCSS WHST. 9-10.2F	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).						
Production and Distribution of Writing								
175	CCSS.WHST. 9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.						
176	CCSS.WHST. 9-10.5	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.						
177	CCSS.WHST. 9-10.6	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.						
Research to Build and Present Knowledge								
178	CCSS.WHST. 9-10.7	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.						
179	CCSS.WHST. 9-10.8	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.						
180	CCSS.WHST. 9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.						
Range of Writing								
181	CCSS.WHST. 9-10.10	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.						

Section 2: Social Studies Content Review								

| **Reviewer directions for Social Studies Content Review:** | **Columns C-F:** The provider/publisher will provide a citation from the **Teacher Edition (teacher-facing core material) OR Student Edition/Student Workbook (student-facing core material)** (print and/or digital) for each criterion. Review the cited material and score the material by determining the degree to which it meets the criterion:
o M = Meets the criterion
o P = Partially meets the criterion
o D = Does not meet the criterion
Evidence for the publisher citations is required if you score the materials with a D. For your evidence for each criterion that scores a D, choose one of the options from the dropdown menu in Column F. 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 F.
   o *Each score cell will turn green as you score the materials.* | | | **Columns G-J:** The provider/publisher will provide a citation from the **Teacher Edition (teacher-facing core material) OR Student Edition/Student Workbook (student-facing core material)** (print and/or digital) for each criterion. Review the cited material, score the material by determining the degree to which it meets the criterion, and **provide evidence to support your determination:**
o M = Meets the criterion
o P = Partially meets the criterion
o D = Does not meet the criterion
   o *Each score cell and evidence cell will turn green as you score the materials.* | | | |

Criteria #	Provider/Publisher Criteria Social Studies Content	Provider/Publisher Citation	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Provider/Publisher Citation	Score	Required: Reviewer's Evidence for Publisher Citation	Comments, other citations, or feedback
FOCUS AREA 1 CONTENT AND DESIGN: Instructional materials provide a wide variety of texts, visuals, and multimedia content that develop students' knowledge and skills.								
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.							
FOCUS AREA 2 SOCIAL STUDIES SKILLS: Instructional materials provide strategies to develop students' skills that are crucial to understanding Social Studies content.								
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.							
FOCUS AREA 3 ACCESSIBILITY: Instructional materials provide differentiation for multiple learning styles, students with exceptionalities, English Language Learners (ELLs), and cultural differences.								
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.).							
FOCUS AREA 4 EQUITY: Instructional materials provide equitable representation of a wide range of perspectives.								
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.							
FOCUS AREA 5 TEACHER INSTRUCTIONAL RESOURCES/STRATEGIES: Instructional materials include resources for research based instructional strategies and advanced Social Studies concepts.								
14	Teacher materials contain resources and explanations of instructional strategies and advanced Social Studies concepts.							

Section 2: All Content Review

	Reviewer directions for All Content Review:	**Columns C-F:** The provider/publisher will provide a citation from the **Teacher Edition (teacher-facing core material) OR Student Edition/Student Workbook (student-facing core material)** (print and/or digital) for each criterion. Review the cited material and score the material by determining the degree to which it meets the criterion: o M = Meets the criterion o P = Partially meets the criterion o D = Does not meet the criterion Evidence for the publisher citations is required if you score the materials with a D. For your evidence for each criterion that scores a D, choose one of the options from the dropdown menu in Column F. 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 F. *o Each score cell will turn green as you score the materials.*			**Columns G-J:** The provider/publisher will provide a citation from the **Teacher Edition (teacher-facing core material) OR Student Edition/Student Workbook (student-facing core material)** (print and/or digital) for each criterion. Review the cited material, score the material by determining the degree to which it meets the criterion, and **provide evidence to support your determination:** o M = Meets the criterion o P = Partially meets the criterion o D = Does not meet the criterion *o Each score cell and evidence cell will turn green as you score the materials.*		

Criteria #	Provider/Publisher Criteria All Content	Provider/Publisher Citation	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Provider/Publisher Citation	Score	Required: Reviewer's Evidence for Publisher Citation	Comments, other citations, or feedback
FOCUS AREA 1 COHERENCE: 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.								
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.							
FOCUS AREA 2 WELL-DESIGNED LESSONS: Instructional materials take into account effective lesson structure and pacing.								
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.							
FOCUS AREA 3 RESOURCES FOR PLANNING: Instructional materials provide teacher resources to support planning, learning, and understanding of the New Mexico Content Standards.								
12	Instructional materials provide a list of lessons in the Teacher Edition (in print or clearly distinguished/accessible 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. **(Publisher citation only required.)**				▓▓▓▓			
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.							
FOCUS AREA 4 ASSESSMENT: Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.								
16	Instructional materials provide a variety of assessments that measure student progress in all strands of the standards for the content under review. *(Adopted New Mexico Content Standards for 2022: New Mexico Social Studies Standards and New Mexico Core Arts Standards)*							
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.							
FOCUS AREA 5 EXTENSIVE SUPPORT: Instructional materials give all students extensive opportunities and support to explore key concepts.								
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. **(Publisher citation only required.)**				▓▓▓▓			
25	Instructional materials include opportunities for all students that encourage and support creative thinking and effective problem-solving skills.							
FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES: Instructional materials represent a variety of cultural and linguistic perspectives.								
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.						
FOCUS AREA 7 INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS: Instructional materials highlight diversity in culture and language through multiple perspectives.							
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.						