



**F.13.A Economics - High School
with Grades 9-10 CCSS Standards For Literacy in
History/Social Studies**

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:

- 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.**
 - **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.**
 - **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.
 - **NOTE: You may not use a citation more than once across ALL sections of the rubric.**

Reviewer directions for Social Studies Standards Review:	<p>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:</p> <ul style="list-style-type: none"> ◦ M = Meets the standard ◦ P = Partially meets the standard ◦ D = Does not meet the standard <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> <ul style="list-style-type: none"> ◦ Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate. ◦ Each score cell (column E) will turn green as you score the materials. 	<p>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:</p> <ul style="list-style-type: none"> ◦ M = Meets the standard ◦ P = Partially meets the standard ◦ D = Does not meet the standard <p>Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.</p> <ul style="list-style-type: none"> ◦ Each score cell (column I) and evidence cell (column K) will turn green as you score the materials. 	
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Criteria #	Standard	F.13.A High School Economics 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
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ECONOMICS STANDARDS

A. HIGH SCHOOL ECONOMICS

1	HS.ECON. A.1	The student shall demonstrate an understanding of economic decision-making by:							
2	HS.ECON. A.1.a	(a) applying understanding of economic concepts and systems to analyze decision-making and the interactions between consumers, businesses, governments, and societies;							
3	HS.ECON. A.1.b	(b) gathering and evaluating sources to explain the relationship between economic decisions and environmental consequences;							
4	HS.ECON. A.1.c	(c) using cost-benefit analysis and marginal analysis to evaluate an economic issue;							
5	HS.ECON. A.1.d	(d) evaluating how economic principles influence choices and can produce varied outcomes for different individuals or groups; and							
6	HS.ECON. A.1.e	(e) evaluating the market value of income earned through wages and other activities associated with saving and investing.							
7	HS.ECON. A.2	The student shall demonstrate an understanding of economic systems and models by:							
8	HS.ECON. A.2.a	(a) analyzing the production, distribution, and consumption of goods and services;							
9	HS.ECON. A.2.b	(b) evaluating economic theories for their compatibility with democracy;							
10	HS.ECON. A.2.c	(c) comparing the advantages and disadvantages of major economic systems found around the world;							
11	HS.ECON. A.2.d	(d) critiquing inequalities that exist in economic systems;							
12	HS.ECON. A.2.e	(e) using economic data to evaluate the positive and negative aspects of American capitalism in relation to other economic systems;							
13	HS.ECON. A.2.f	(f) analyzing how national and global economic trends, practices, and policies impact the state and local economies in New Mexico;							
14	HS.ECON. A.2.g	(g) critiquing the impact of globalization on New Mexico and its citizens;							
15	HS.ECON. A.2.h	(h) evaluating the impact of environmental externalities in New Mexican communities; and							
16	HS.ECON. A.2.i	(i) evaluating opportunities for economic diversification that can significantly impact state and local conditions.							
17	HS.ECON. A.3	The student shall demonstrate an understanding of money and markets by:							
18	HS.ECON. A.3.a	(a) explaining how buyers and sellers interact to create markets and market structures;							
19	HS.ECON. A.3.b	(b) evaluating how a variety of factors and conditions in a market determine price and the allocation of scarce goods and resources;							
20	HS.ECON. A.3.c	(c) evaluating the role played by competition in the market;							
21	HS.ECON. A.3.d	(d) evaluating the role of financial institutions in a market economy;							
22	HS.ECON. A.3.e	(e) analyzing the role of money in the economy;							
23	HS.ECON. A.3.f	(f) critiquing specific government policies and regulations initiated to improve market outcomes and the intended and unintended consequences experienced by individuals, businesses, communities, and states;							
24	HS.ECON. A.3.g	(g) generating possible explanations for a government role in markets when market inefficiencies exist;							
25	HS.ECON. A.3.h	(h) evaluating the causes and implications of market failures;							
26	HS.ECON. A.3.i	(i) explaining how governments establish the rules and institutions in which markets operate at the local, state, tribal, national, and international levels;							
27	HS.ECON. A.3.j	(j) using economic indicators and data to analyze the health of the national economy in relation to other countries;							
28	HS.ECON. A.3.k	(k) evaluating how fiscal and monetary policy choices have economic consequences for different stakeholders in a variety of economic conditions;							
29	HS.ECON. A.3.l	(l) evaluating foreign and domestic issues related to United States economic growth overtime; and							
30	HS.ECON. A.3.m	(m) explaining the effect of advancements in technology and training on economic growth and standards of living across diverse groups and circumstances.							
31	HS.ECON. A.4	The student shall demonstrate an understanding of global economy by:							
32	HS.ECON. A.4.a	(a) explaining how current globalization trends and policies affect economic growth, labor, markets, rights of citizens, the environment, and resource and income distribution in different nations;							
33	HS.ECON. A.4.b	(b) explaining how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations;							
34	HS.ECON. A.4.c	(c) evaluating how geography, demographics, industry structure, and the rules of economic institutions influence a nation's economic development;							
35	HS.ECON. A.4.d	(d) analyzing why a country might participate in global trade;							
36	HS.ECON. A.4.e	(e) connecting how trade agreements between nations have short- and long-term effects; and							

37	HS.ECON. A.4.f	(f) constructing an argument about how global interdependence impacts individuals, institutions, or societies based on documented evidence.							
38	HS.ECON. A.5	The student shall demonstrate an understanding of personal financial literacy by:							
39	HS.ECON. A.5.a	(a) explaining how and why people make choices to improve their economic well-being;							
40	HS.ECON. A.5.b	(b) comparing the costs and benefits of saving, using credit, or making certain types of financial investments;							
41	HS.ECON. A.5.c	(c) evaluating how and why individuals choose to accept risk, reduce risk, or transfer risk to others;							
42	HS.ECON. A.5.d	(d) investigating ways personal information is fraudulently obtained;							
43	HS.ECON. A.5.e	(e) identifying voluntary (i.e. retirement contributions) and involuntary deductions (i.e. payroll taxes) and how they impact net income;							
44	HS.ECON. A.5.f	(f) preparing a budget or spending plan that depicts varying sources of income, a planned saving strategy, taxes, and other sources of fixed and variable spending;							
45	HS.ECON. A.5.g	(g) evaluating options for payment on credit cards and the consequences of each option;							
46	HS.ECON. A.5.h	(h) describing how a credit score impacts the ability to borrow money and at what rate;							
47	HS.ECON. A.5.i	(i) identifying various strategies students can use to finance higher education and how to access student aid through completion of the free application for federal student aid;							
48	HS.ECON. A.5.j	(j) calculating the total cost of repaying a loan under various rates of interest and over different time periods;							
49	HS.ECON. A.5.k	(k) explaining what a mortgage is, why most Americans require a mortgage to finance a home, and the challenges of financing mortgages on tribal land;							
50	HS.ECON. A.5.l	(l) explaining how investing may build wealth and help meet financial goals (e.g. stocks, bonds, mutual funds, retirement savings options, real estate); and							
51	HS.ECON. A.5.m	(m) explaining various types of insurance and the purpose of using insurance to protect financial interests.							
B. INQUIRY									
52	HS.ECON. B.1	The student shall demonstrate an understanding of constructing compelling and supporting questions by:							
53	HS.ECON. B.1.a	(a) creating compelling questions representing key ideas within the disciplines; and							
54	HS.ECON. B.1.b	(b) developing supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.							
55	HS.ECON. B.2	The student shall demonstrate an understanding of gathering and evaluating sources by:							
56	HS.ECON. B.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							
57	HS.ECON. B.2.b	(b) evaluating the credibility of a source by examining how experts value the source.							
58	HS.ECON. B.3	The student shall demonstrate an understanding of developing claims by:							
59	HS.ECON. B.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							
60	HS.ECON. B.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.							
61	HS.ECON. B.4	The student shall demonstrate an understanding of communicating and critiquing conclusions by:							
62	HS.ECON. B.4.a	(a) constructing arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses;							
63	HS.ECON. B.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;							
64	HS.ECON. B.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							
65	HS.ECON. B.4.d	(d) critiquing the use of claims and evidence in arguments for credibility.							
66	HS.ECON. B.5	The student shall demonstrate an understanding of taking informed action by:							
67	HS.ECON. B.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							
68	HS.ECON. B.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									
69	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.							
70	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.							
71	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									
72	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.							
73	CCSS.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.							
74	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									
75	CCSS.RH.9-10.7	Integrate quantitative or technical analysis(e.g. charts, research data) with qualitative analysis in print or digital text.							
76	CCSS.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.							
77	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									
78	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									
79	CCSS.WHST.9-10.1	Write arguments focused on discipline-specific content.							
80	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.							
81	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.							
82	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.							
83	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.							
84	CCSS.WHST.9-10.1E	Provide a concluding statement or section that follows from or supports the argument presented.							
85	CCSS.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.							
86	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.							
87	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.							
88	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.							
89	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.							
90	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.							
91	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									
92	CCSS.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.							
93	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.							
94	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									
95	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.							
96	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.							
97	CCSS.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.							
Range of Writing									
98	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									
<p>PROVIDER/PUBLISHER INSTRUCTIONS:</p> <ul style="list-style-type: none"> Provider/Publisher citations for this section will refer to the Teacher Edition (teacher-facing core material) and/or 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 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. Each citation should cover no more than 3 pages within the materials. <ul style="list-style-type: none"> Columns C and G: Enter one citation in Column C and one citation in Column G from either the Teacher Edition (teacher-facing core material) OR 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 criterion. Any cells grayed out do not require a citation. 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"> NOTE: You may not use a citation more than once across ALL sections of the rubric. 									
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<p>FOCUS AREA 1 CONTENT AND DESIGN: Instructional materials provide a wide variety of texts, visuals, and multimedia content that develop students' knowledge and skills.</p>									
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.								
<p>FOCUS AREA 2 SOCIAL STUDIES SKILLS: Instructional materials provide strategies to develop students' skills that are crucial to understanding Social Studies content.</p>									
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.								
<p>FOCUS AREA 3 ACCESSIBILITY: Instructional materials provide differentiation for multiple learning styles, students with exceptionalities, English Language Learners (ELLs), and cultural differences.</p>									
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.).								
<p>FOCUS AREA 4 EQUITY: Instructional materials provide equitable representation of a wide range of perspectives.</p>									
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.								
<p>FOCUS AREA 5 TEACHER INSTRUCTIONAL RESOURCES/STRATEGIES: Instructional materials include resources for research based instructional strategies and advanced Social Studies concepts.</p>									
14	Teacher materials contain resources and explanations of instructional strategies and advanced Social Studies concepts.								

Section 2: All Content Review									
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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/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. (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.							