



## F.19 Dance - Grades 6-8

**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.		
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Section 1: Standards Review: Dance										
PROVIDER/PUBLISHER INSTRUCTIONS:										
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<b>Reviewer directions for Dance Standards Review:</b>			<p><b>Columns E-H:</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> <ul style="list-style-type: none"> <li>o M = Meets the standard</li> <li>o P = Partially meets the standard</li> <li>o D = Does not meet the standard</li> </ul> <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"> <li>o <b>Any cells grayed out do not require a citation or evidence.</b></li> <li>o <b>The score cells in those rows will automatically populate.</b></li> <li>o <b>Each score cell (column F) will turn green as you score the materials.</b></li> </ul>				<p><b>Columns I-L:</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 <b>provide evidence to support your determination:</b></p> <ul style="list-style-type: none"> <li>o M = Meets the standard</li> <li>o P = Partially meets the standard</li> <li>o D = Does not meet the standard</li> </ul> <ul style="list-style-type: none"> <li>o <b>Any cells grayed out do not require a citation or evidence.</b></li> <li>o <b>The score cells in those rows will automatically populate.</b></li> <li>o <b>Each score cell (column J) and evidence cell (column L) will turn green as you score the materials.</b></li> </ul>			
Criteria #	Standard	Grade Level	F.19 Dance Grades 6-8	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>Anchor Standard 1: Creating (Explore): Generate and conceptualize artistic ideas and work.</b>										
<b>Enduring Understanding:</b> Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.										
<b>Essential Question:</b> Where do choreographers get ideas for dances?										
1	DA: Cr1.1.6a	6	Relate similar or contrasting ideas to develop choreography using a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events).							
2	DA: Cr1.1.6b	6	Explore various movement vocabularies to transfer ideas into choreography.							
3	DA: Cr1.1.7a	7	Compare a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and make selections to expand movement vocabulary and artistic expression.							
4	DA: Cr1.1.7b	7	Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology.							
5	DA: Cr1.1.8a	8	Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original dance study or dance.							
6	DA: Cr1.1.8b	8	Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate intent.							
<b>Anchor Standard 2: Creating (Plan): Organize and develop artistic ideas and work.</b>										
<b>Enduring Understanding:</b> The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.										
<b>Essential Question:</b> What influences choice-making in creating choreography?										
7	DA: Cr2.1.6a	6	Explore choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance.							
8	DA: Cr2.1.6b	6	Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others.							
9	DA: Cr2.1.7a	7	Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices.							
10	DA: Cr2.1.7b	7	Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Articulate how the artistic criteria serve to communicate the meaning of the dance.							
11	DA: Cr2.1.8a	8	Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent. Articulate the group process for making movement and structural choices.							
12	DA: Cr2.1.8b	8	Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.							
<b>Anchor Standard 3: Creating (Revise): Refine and complete artistic work.</b>										
<b>Enduring Understanding:</b> Choreographers analyze, evaluate, refine, and document their work to communicate meaning.										
<b>Essential Question:</b> How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?										
13	DA: Cr3.1.6a	6	Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.							
14	DA: Cr3.1.6b	6	Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.							
15	DA: Cr3.1.7a	7	Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback of others. Explain reasons for choices and how they clarify artistic intent.							
16	DA: Cr3.1.7b	7	Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies.							
17	DA: Cr3.1.8a	8	Revise choreography collaboratively or independently based on artistic criteria, self reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent.							
18	DA: Cr3.1.8b	8	Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.							
<b>Anchor Standard 4: Performing (Express): Select, analyze, and interpret artistic work for presentation.</b>										
<b>Enduring Understanding:</b> Space, time, and energy are basic elements of dance.										
<b>Essential Question:</b> How do dancers work with space, time and energy to communicate artistic expression?										
19	DA: Pr4.1.6a	6	Refine partner and ensemble skills in the ability to judge distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.							
20	DA: Pr4.1.6b	6	Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter.							
21	DA: Pr4.1.6c	6	Use the internal body force created by varying tensions within one's musculature for movement initiation and dynamic expression. Distinguish between bound and free flowing movements and appropriately apply them to technique exercises and dance phrases.							
22	DA: Pr4.1.7a	7	Expand movement vocabulary of floor and air pattern designs. Incorporate and modify body designs from different dance genres and styles for the purpose of expanding movement vocabulary to include differently designed shapes and movements for interest and contrast.							

23	DA: Pr4.1.7b	7	Vary durational approach in dance phrasing by using timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.								
24	DA: Pr4.1.7c	7	Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.								
25	DA: Pr4.1.8a	8	Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct and indirect pathways.								
26	DA: Pr4.1.8b	8	Analyze and select metric, kinetic, and breath phrasing and apply appropriately to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different tempi in different body parts at the same time.								
27	DA: Pr4.1.8c	8	Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.								
<b>Anchor Standard 5: Performing (Embody): Develop and refine artistic techniques and work for presentation.</b>											
<b>Enduring Understanding:</b> Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.											
<b>Essential Question:</b> What must a dancer do to prepare the mind and body for artistic expression?											
28	DA: Pr5.1.6a	6	Embody technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions.								
29	DA: Pr5.1.6b	6	Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthful strategies when warming up and dancing.								
30	DA: Pr5.1.6c	6	Collaborate as an ensemble to refine dances by identifying what works and does not work in executing complex patterns, sequences, and formations. Solve movement problems to dances by testing options and finding good results. Document self-improvements over time.								
31	DA: Pr5.1.7a	7	Apply body-use strategies to accommodate physical maturational development to technical dance skills (for example, functional alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion).								
32	DA: Pr5.1.7b	7	Utilize healthful practices and sound nutrition in dance activities and everyday life. Discuss benefits of practices and how choices enhance performance.								
33	DA: Pr5.1.7c	7	Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analyses (for example, view live or recorded professional dancers and collaboratively develop group performance expectations based on information gained from observations).								
34	DA: Pr5.1.8a	8	Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.								
35	DA: Pr5.1.8b	8	Evaluate personal healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss choices made, the effects experienced, and methods for improvement.								
36	DA: Pr5.1.8c	8	Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time (for example, journaling, portfolio, or timeline).								
<b>Anchor Standard 6: Performing (Present): Convey meaning through the presentation of artistic work.</b>											
<b>Enduring Understanding:</b> Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.											
<b>Essential Question:</b> How does a dancer heighten artistry in a public performance?											
37	DA: Pr6.1.6a	6	Recognize needs and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Post performance, accept notes from choreographer and make corrections as needed and apply to future performances.								
38	DA: Pr6.1.6b	6	Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and explain reasons for the decisions made using production terminology.								
39	DA: Pr6.1.7a	7	Recommend changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Maintain journal documenting these efforts. Post performance, accept notes from choreographer and apply corrections to future performances.								
40	DA: Pr6.1.7b	7	Explore possibilities of producing dance in a variety of venues or for different audiences and, using production terminology, explain how the production elements would be handled in different situations.								
41	DA: Pr6.1.8a	8	Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post performance, accept notes from choreographer and apply corrections to future performances.								
42	DA: Pr6.1.8b	8	Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology.								
<b>Anchor Standard 7: Responding (Analyze): Perceive and analyze artistic work.</b>											
<b>Enduring Understanding:</b> Dance is perceived and analyzed to comprehend its meaning.											
<b>Essential Question:</b> How is a dance understood?											
43	DA: Re7.1.6a	6	Describe or demonstrate recurring patterns of movement and their relationships in dance.								
44	DA: Re7.1.6b	6	Explain how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices. Use genre-specific dance terminology.								
45	DA: Re7.1.7a	7	Compare, contrast, and discuss patterns of movement and their relationships in dance.								
46	DA: Re7.1.7b	7	Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.								
47	DA: Re7.1.8a	8	Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent.								
48	DA: Re7.1.8b	8	Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.								

<b>Anchor Standard 8: Responding (Interpret): Interpret intent and meaning in artistic work.</b>									
<b>Enduring Understanding:</b> Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.									
<b>Essential Question:</b> How is a dance interpreted?									
49	DA: Re8.1.6a	6	Explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Explain how these communicate the intent of the dance using genre specific dance terminology.						
50	DA: Re8.1.7a	7	Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique, and context. Use genre specific dance terminology.						
51	DA: Re8.1.8a	8	Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite evidence in the dance to support your interpretation using genre specific dance terminology.						
<b>Anchor Standard 9: Responding (Critique): Apply criteria to evaluate artistic work.</b>									
<b>Enduring Understanding:</b> Criteria for evaluating dance vary across genres, styles, and cultures.									
<b>Essential Question:</b> What criteria are used to evaluate dance?									
52	DA: Re9.1.6a	6	Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance using genre-specific dance terminology.						
53	DA: Re9.1.7a	7	Compare artistic intent, content and context from dances to examine the characteristics of genre, style, or cultural movement practice. Based on the comparison, refine artistic criteria using genre-specific dance terminology.						
54	DA: Re9.1.8a	8	Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.						
<b>Anchor Standard 10: Connecting (Synthesize): Synthesize and relate knowledge and personal experiences to make art.</b>									
<b>Enduring Understanding:</b> As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.									
<b>Essential Question:</b> How does dance deepen our understanding of ourselves, other knowledge, and events around us?									
55	DA: Cn10.1.6a	6	Observe the movement characteristics or qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one's attitudes and movement preferences.						
56	DA: Cn10.1.6b	6	Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a dance study that expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives.						
57	DA: Cn10.1.7a	7	Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how the movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.						
58	DA: Cn10.1.7b	7	Research the historical development of a dance genre or style. Use knowledge gained from the research to create a dance study that evokes the essence of the style or genre. Share the study with peers as part of a lecture demonstration that tells the story of the historical journey of the chosen genre or style. Document the process of research and application.						
59	DA: Cn10.1.8a	8	Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives.						
60	DA: Cn10.1.8b	8	Investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases. Create a dance study exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepens understanding of the topics.						
<b>Anchor Standard 11: Connecting (Relate): Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</b>									
<b>Enduring Understanding:</b> Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.									
<b>Essential Question:</b> How does knowing about societal, cultural, historical and community experiences expand dance literacy?									
61	DA: Cn11.1.6a	6	Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.						
62	DA: Cn11.1.7a	7	Compare, contrast, and discuss dances performed by people in various localities or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.						
63	DA: Cn11.1.8a	8	Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.						

Section 2: Arts Content Review									
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<b>FOCUS AREA 1 DISCIPLINARY LITERACY:</b>									
<b>Instructional materials incorporate reading, writing, and communicating within the arts disciplines.</b>									
1	Instructional materials provide students with multiple opportunities to engage with authentic sources that represent the language and style that is used and produced by performers/artists/technicians in each of the five arts disciplines: dance, media arts, music, theatre, and visual arts.								
2	Instructional materials regularly engage students in speaking/listening, reading/writing, and performing cultural art activities. (Culture: Values and beliefs of a particular group of people, from a specific place or time, expressed through characteristics such as tradition, social structure, religion, art, and food.)								
3	Instructional materials provide a coherent sequence of authentic sources that use vocabulary and knowledge over the course of study in each of the five arts disciplines: dance, media arts, music, theatre, and visual arts. Vocabulary is addressed as needed in the materials but not taught in isolation of deeper learning.								
4	Instructional materials address the necessity of using the five arts' disciplines (dance, media arts, music, theatre, and visual arts) across the curriculum.								
<b>FOCUS AREA 2 LEARNING PROGRESSIONS:</b>									
<b>Instructional materials provide purposeful sequencing of teaching and learning expectations across multiple developmental stages.</b>									
5	Instructional materials guide students to apply critical thinking skills to convey meaning to the presentation of artistic work.								
6	Instructional materials provide students with multiple opportunities to revisit their learning around the National Core Arts Standards (NCAS).								
7	Instructional materials provide goals for learning that are integrated as three-dimensional learning.								
8	Instructional materials interpret intent and meaning in artistic work to focus students on learning goals.								
9	Instructional materials provide criteria for evaluating artistic work.								
<b>FOCUS AREA 3 AUTHENTICITY AND RELEVANCE:</b>									
<b>Instructional materials are authentic to the five arts' disciplines and relevant to the students of New Mexico.</b>									
10	Instructional materials are authentic to the regulation of the five arts disciplines and are diverse in text type.								
11	Instructional materials reference New Mexico artists and their produced artwork.								
<b>FOCUS AREA 4 SCAFFOLDING AND SUPPORTS:</b>									
<b>Instructional materials include instructional strategies that facilitate students' development as they build on prior knowledge and internalize new information.</b>									
12	Teacher materials include information on the arts disciplines; background knowledge in the content area; support in three-dimensional learning; learning progressions; common student misconceptions and suggestions to address them; and guidance targeting speaking/reading/writing in an arts curriculum.								
13	Instructional materials guide students to share their knowledge and experiences in relation to the topic at the beginning of an instructional unit.								
14	Instructional materials guide students to build an understanding of standard operating procedures that include safety guidelines, procedures, and equipment.								

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<b>Reviewer directions for All Content Review:</b>			<b>Columns C-F:</b> The provider/publisher will provide a citation from the <b>Teacher Edition (teacher-facing core material)</b> OR <b>Student Edition/Student Workbook (student-facing core material)</b> (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. <b>o Each score cell will turn green as you score the materials.</b>			<b>Columns G-J:</b> The provider/publisher will provide a citation from the <b>Teacher Edition (teacher-facing core material)</b> OR <b>Student Edition/Student Workbook (student-facing core material)</b> (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 <b>provide evidence to support your determination:</b> o M = Meets the criterion o P = Partially meets the criterion o D = Does not meet the criterion <b>o Each score cell and evidence cell will turn green as you score the materials.</b>			
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	
<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/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. <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.							