



F.2 Social Studies - Grade 2

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

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

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

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

Section 1: Standards Review: Social Studies									
PROVIDER/PUBLISHER INSTRUCTIONS:									
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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"> o M = Meets the standard o P = Partially meets the standard o 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> <p>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.</p>	<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"> o M = Meets the standard o P = Partially meets the standard o D = Does not meet the standard <p>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.</p>					
Criteria #	Standard	F.2 Social Studies Grade 2	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
SOCIAL STUDIES STANDARDS									
A. CIVICS									
1	2.A.1	The student shall demonstrate an understanding of processes, rules, and laws by:							
2	2.A.1.a	(a) evaluating how American society has changed through rules and laws; and							
3	2.A.1.b	(b) understanding the purposes and structures of government (e.g. tribal, local, state, national).							
4	2.A.2	The student shall demonstrate an understanding of civic dispositions and democratic principles by:							
5	2.A.2.a	(a) assessing how the contributions of diverse individuals have helped develop our national identity; and							
6	2.A.2.b	(b) examining and comparing the American democratic principles to neighboring countries.							
7	2.A.3	The student shall demonstrate an understanding of the roles and responsibilities of a civic life by examining and understanding the various qualities of leadership.							
B. ECONOMICS AND PERSONAL FINANCIAL LITERACY									
8	2.B.1	The student shall demonstrate an understanding of economic decision-making by:							
9	2.B.1.a	(a) examining how consumers react to changes in the prices of goods and how this influences economic decision-making and the use of money; and							
10	2.B.1.b	(b) exploring how communities share resources and services with other communities..							
11	2.B.2	The student shall demonstrate an understanding of economic systems and models by investigating what resources are available in their community, how available resources differ in communities, and what resources are obtained from neighboring communities.							
12	2.B.3	The student shall demonstrate an understanding of personal financial literacy by:							
13	2.B.3.a	(a) identifying different types of jobs performed in the community;							
14	2.B.3.b	(b) assessing priorities when making financial decisions; and							
15	2.B.3.c	(c) classifying financial goals as short-term or long-term.							
C. GEOGRAPHY									
16	2.C.1	The student shall demonstrate an understanding of geographic representations and reasoning by:							
17	2.C.1.a	(a) using maps, identifying and locating the United States, Canada, and Mexico as the countries that make up North America; and							
18	2.C.1.b	(b) identifying and locating the bordering states to New Mexico and understanding that New Mexico is in the southwest.							
19	2.C.2	The student shall demonstrate an understanding of location, place, and region by:							
20	2.C.2.a	(a) comparing the human and physical characteristics of two regions in the United States; and							
21	2.C.2.b	(b) generating a description for their region of the United States by identifying unique features.							
22	2.C.3	The student shall demonstrate an understanding of movement, population, and systems by listing at least three different waves of migration to the western hemisphere in chronological order.							
23	2.C.4	The student shall demonstrate an understanding of human-environmental interactions and sustainability by describing ways in which individuals and groups use or conserve natural resources.							
D. HISTORY									
24	2.D.1	The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by:							
25	2.D.1.a	(a) describing events in North America that illustrate how people from diverse cultural groups aimed to work through conflicts to solve a problem;							
26	2.D.1.b	(b) comparing diverse world communities in terms of members, customs, and traditions to the local community; and							
27	2.D.1.c	(c) demonstrating chronological thinking by distinguishing among years and decades using a timeline of local and national events.							
28	2.D.2	The student shall demonstrate an understanding of critical consciousness and perspectives by:							
29	2.D.2.a	(a) identifying and comparing the diverse North American cultural groups of the past and today; and							
30	2.D.2.b	(b) evaluating the effects of people, goods, and ideas that diffused from one community to other communities and their impact.							
E. ETHNIC, CULTURAL, AND IDENTITY STUDIES									
31	2.E.1	The student shall demonstrate an understanding of diversity and identity by:							
32	2.E.1.a	(a) expressing a positive view of themselves while demonstrating respect and empathy for others; and							
33	2.E.1.b	(b) describing ways people are similar and different from people who share identities, and people who do not.							
34	2.E.2	The student shall demonstrate an understanding of community equity building by demonstrating respect for the feelings of people who are similar and different from the student.							

F. INQUIRY								
35	2.F.1	The student shall demonstrate an understanding of constructing compelling and supporting questions by:						
36	2.F.1.a	(a) explaining why a compelling question is important; and						
37	2.F.1.b	(b) generating supporting questions related to compelling within a variety of social studies topics.						
38	2.F.2	The student shall demonstrate an understanding of gathering and evaluating sources by, with support, determining if a source is primary or secondary.						
39	2.F.3	The student shall demonstrate an understanding of communicating and critiquing conclusions by, with support, constructing responses to compelling questions using reasoning, examples, and relevant details.						
40	2.F.4	The student shall demonstrate an understanding of taking informed action by:						
41	2.F.4.a	(a) taking group or individual action to help address local, regional, or global problems or issues; and						
42	2.F.4.b	(b) using deliberative and democratic procedures to make decisions about, and act on, civic problems or issues in their classrooms.						

CCSS and NM ADDITIONAL STANDARDS FOR LITERACY IN SOCIAL STUDIES

Reading Standards for Informational Text (RI)

Key Ideas and Details -- Informational Text

43	CCSS.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.						
44	CCSS.RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.						
45	CCSS.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.						

Craft and Structure -- Informational Text

46	CCSS.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.						
47	CCSS.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.						
48	CCSS.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.						

Integration of Knowledge and Ideas -- Informational Text

49	CCSS.RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.						
50	CCSS.RI.2.8	Describe how reasons support specific points the author makes in a text.						
51	CCSS.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.						

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

52	CCSS.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.						
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Writing Standards (W)

Text Types and Purposes -- Writing

53	CCSS.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.						
54	CCSS.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.						

Production and Distribution of Writing

55	CCSS.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.						
56	NM E.3A	Apply digital tools to gather, evaluate, and use information.						
57	NM E.3B	Use digital media and environments to communicate and work collaboratively.						

Research to Build and Present Knowledge

58	CCSS.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).						
59	CCSS.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.						

Section 2: Social Studies Content Review									
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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									
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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.							