



## F.3 Social Studies - Grade 3

**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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<p><b>Reviewer directions for Social Studies Standards Review:</b></p>			<p><b>Columns D-G:</b> The provider/publisher will provide a citation from the <b>Student Edition or Student Workbook (student-facing core material, print and/or digital)</b> 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. The score cells in those rows will automatically populate.</b></li> <li>o <b>Each score cell (column E) will turn green as you score the materials.</b></li> </ul>				<p><b>Columns H-K:</b> The provider/publisher will provide a citation from the <b>Teacher Edition (teacher-facing core material, print and/or digital)</b> 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"> <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>o <b>Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.</b></p> <p>o <b>Each score cell (column I) and evidence cell (column K) will turn green as you score the materials.</b></p>		
			Criteria #	Standard	F.3 Social Studies Grade 3	Provider/Publisher Citation from Student Edition/Workbook	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Provider/Publisher Citation from Teacher Edition
SOCIAL STUDIES STANDARDS									
A. CIVICS									
1	3.A.1	The student shall demonstrate an understanding of civic dispositions and democratic principles by explaining how the democratic principles motivate people to migrate then and now.							
2	3.A.2	The student shall demonstrate an understanding of the roles and responsibilities of a civic life by explaining how to be a responsible and active citizen in a democracy.							
B. ECONOMICS AND PERSONAL FINANCIAL LITERACY									
3	3.B.1	The student shall demonstrate an understanding of economic systems and models by investigating who receives the goods that are produced in various world communities.							
4	3.B.2	The student shall demonstrate an understanding of global economy by:							
5	3.B.2.a	(a)exploring the concepts of surplus and scarcity in relation to resources for various world communities;							
6	3.B.2.b	(b)exploring the basic economic concepts of supply and demand;							
7	3.B.2.c	(c)explaining how supply and demand influence prices and trade;							
8	3.B.2.d	(d)describing how technological developments in transportation and communication influence trade over time;							
9	3.B.2.e	(e)identifying currency, credit, debit, and checks as the basic means of exchange in western society; and							
10	3.B.2.f	(f) comparing currency, credit, debit, and checks in the United States to other world money systems.							
11	3.B.3	The student shall demonstrate an understanding of personal financial literacy by:							
12	3.B.3.a	(a) examining the various ways people earn a living to meet their basic needs (e.g. food, clothing, shelter) and how this has changed over time in various world communities; and							
13	3.B.3.b	(b) creating a plan with specific steps to reach a short-term financial goal.							
C. GEOGRAPHY									
14	3.C.1	The student shall demonstrate an understanding of geographic representations and reasoning by:							
15	3.C.1.a	(a) creating a model to demonstrate how geographic factors influence where people settle and how some people make adaptations to the environment to make a location more suitable for settlement; and							
16	3.C.1.b	(b) identifying and using a variety of digital and analog mapping tools to locate places.							
17	3.C.2	The student shall demonstrate an understanding of location, place, and region by:							
18	3.C.2.a	(a) explaining how physical and cultural characteristics of world regions affect people, and examining geographic features of various global communities that might create a need for migration or immigration using a variety of maps, photos, and other geographic representations; and							
19	3.C.2.b	(b) identifying the components of the Earth's biosystems and their makeup.							
20	3.C.3	The student shall demonstrate an understanding of movement, population, and systems by:							
21	3.C.3.a	(a) evaluating the reasons for migration and immigration and the effects on people, culture, and ideas in world communities;							
22	3.C.3.b	(b) analyzing how human settlement and movement impact diverse groups of people; and							
23	3.C.3.c	(c) analyzing the movement of indigenous groups, including the removal and return of indigenous people throughout New Mexico and the United States.							
D. HISTORY									
24	3.D.1	The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by explaining how world events impact New Mexico and the United States in the past and present.							
25	3.D.2	The student shall demonstrate an understanding of historical thinking by using a timeline to analyze connections among historical events, including how human settlement and movement impacted diverse groups of people.							
E. ETHNIC, CULTURAL, AND IDENTITY STUDIES									
26	3.E.1	The student shall demonstrate an understanding of diversity and identity by:							
27	3.E.1.a	(a) expressing a positive view of themselves while demonstrating respect and empathy for others; and							
28	3.E.1.b	(b) comparing and contrasting their cultural identity with other people and groups.							
29	3.E.2	The student shall demonstrate an understanding of community equity building by identifying the actions of people and groups who have worked throughout history to improve their community, which leads to a more equitable society.							
F. INQUIRY									
30	3.F.1	The student shall demonstrate an understanding of constructing compelling and supporting questions by:							
31	3.F.1.a	(a) explaining how a compelling question represents key ideas; and							

32	3.F.1.b	(b) using supporting questions to help answer the compelling question in an inquiry.							
33	3.F.2	The student shall demonstrate an understanding of gathering and evaluating sources by, with support, determining the credibility of sources.							
34	3.F.3	The student shall demonstrate an understanding of developing claims by citing evidence that supports a response to supporting or compelling questions.							
35	3.F.4	The student shall demonstrate an understanding of communicating and critiquing conclusions by constructing responses to compelling questions using reasoning, examples, and relevant details.							
36	3.F.5	The student shall demonstrate an understanding of taking informed action by:							
37	3.F.5.a	(a) identifying challenges and opportunities when taking action to address problems or issues, including predicting possible outcomes; and							
38	3.F.5.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**

39	CCSS.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.							
40	CCSS.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.							
41	CCSS.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.							

**Craft and Structure -- Informational Text**

42	CCSS.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.							
43	CCSS.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.							
44	CCSS.RI.3.6	Distinguish their own point of view from that of the author of a text.							

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

45	CCSS.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).							
46	CCSS.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).							
47	CCSS.RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.							

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

48	CCSS.RI.3.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.							
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**Writing Standards (W)**

**Text Types and Purposes -- Writing**

49	CCSS.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.							
50	CCSS.W.3.2.A	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.							
51	CCSS.W.3.2.B	Develop the topic with facts, definitions, and details.							
52	CCSS.W.3.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.							
53	CCSS.W.3.2.D	Provide a concluding statement or section.							
54	NM F	Use digital media environments to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others.							

**Production and Distribution of Writing**

55	CCSS.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)							
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**Research to Build and Present Knowledge**

56	CCSS.W.3.7	Conduct short research projects that build knowledge about a topic.							
57	NM G.1A	Gather relevant information from multiple sources, including oral knowledge							
58	NM G.1B	Apply digital tools to gather, evaluate, and use information.							

Section 2: Social Studies Content Review									
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<b>FOCUS AREA 1 CONTENT AND DESIGN:</b>									
<b>Instructional materials provide a wide variety of texts, visuals, and multimedia content that develop students' knowledge and skills.</b>									
1	Instructional materials include and/or reference informational texts and literary works that are significant to historical time periods and cultural groups.								
2	Instructional materials include historical and present day maps, charts, graphs, diagrams, artworks, and illustrations to enable spatial, abstract, and critical thinking in various problem solving contexts.								
3	Instructional materials identify multimedia connections that align with a variety of learning styles and enhance students' analytical skills.								
<b>FOCUS AREA 2 SOCIAL STUDIES SKILLS:</b>									
<b>Instructional materials provide strategies to develop students' skills that are crucial to understanding Social Studies content.</b>									
4	Instructional materials include multicultural images that engage students in historical inquiry as well as develop understanding of complex events or relationships.								
5	Instructional materials provide strategies to elicit discourse among students on Social Studies topics.								
6	Instructional materials contain text-dependent/ text-specific questions with activities that build to a culminating task that integrates depth and complexity of analytical thinking.								
7	Instructional materials orient historical events toward contemporary local, regional, and global issues in order to activate student agency.								
8	Instructional materials are up to date and present current evidence and new interpretations.								
9	Instructional materials provide strategies for the effective use of scholarly sources in student writing.								
<b>FOCUS AREA 3 ACCESSIBILITY:</b>									
<b>Instructional materials provide differentiation for multiple learning styles, students with exceptionalities, English Language Learners (ELLs), and cultural differences.</b>									
10	Instructional materials provide all students (e.g. those who read below grade level, students with special needs, gifted students, and ELL) with extensive opportunities to encounter and comprehend grade-level and complex texts.								
11	Instructional materials assess students at a variety of knowledge levels (Bloom's, Depth of Knowledge, etc.).								
<b>FOCUS AREA 4 EQUITY:</b>									
<b>Instructional materials provide equitable representation of a wide range of perspectives.</b>									
12	Instructional materials provide equitable inclusion of accurate historical stories and perspectives beyond Eurocentric cultural scripts.								
13	Instructional materials engage students in learning about others' history, culture, identity and region while allowing students to maintain his/her/their own cultural integrity.								
<b>FOCUS AREA 5 TEACHER INSTRUCTIONAL RESOURCES/STRATEGIES:</b>									
<b>Instructional materials include resources for research based instructional strategies and advanced Social Studies concepts.</b>									
14	Teacher materials contain resources and explanations of instructional strategies and advanced Social Studies concepts.								

Section 2: All Content Review									
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<b>FOCUS AREA 1 COHERENCE:</b>									
<b>Instructional materials are coherent and consistent with the New Mexico Content Standards that all students should study in order to be college- and career-ready.</b>									
1	Instructional materials address the full content contained in the standards for all students by grade level.								
2	Instructional materials support students to show mastery of each standard.								
3	Instructional materials require students to engage at a level of maturity appropriate to the grade level under review.								
4	Instructional materials are coherent, making meaningful connections for students by linking the standards within a lesson and unit.								
<b>FOCUS AREA 2 WELL-DESIGNED LESSONS:</b>									
<b>Instructional materials take into account effective lesson structure and pacing.</b>									
5	The Teacher Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. The design of the assignments show a purposeful sequencing of teaching and learning expectations.								
6	Within each lesson of the instructional materials, there are clear, measurable, standards-aligned content objectives.								
7	Within each lesson of the instructional materials, there are clear, measurable language objectives tied directly to the content objectives.								
8	Instructional materials provide focused resources to support students' acquisition of both general academic vocabulary and content-specific vocabulary.								
9	The visual design of the instructional materials (whether in print or digital) maintains a consistent layout that supports student engagement with the subject.								
10	Instructional materials incorporate features that aid students and teachers in making meaning of the text.								
11	Instructional materials provide students with ongoing review and practice for the purpose of retaining previously acquired knowledge.								
<b>FOCUS AREA 3 RESOURCES FOR PLANNING:</b>									
<b>Instructional materials provide teacher resources to support planning, learning, and understanding of the New Mexico Content Standards.</b>									
12	Instructional materials provide a list of lessons in the Teacher Edition (in print or clearly distinguished/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.							