



F.4 Social Studies - Grade 4

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: 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> <ul style="list-style-type: none"> o Any cells grayed out do not require a citation or evidence. o The score cells in those rows will automatically populate. o 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"> o M = Meets the standard o P = Partially meets the standard o D = Does not meet the standard <p>Any cells grayed out do not require a citation or evidence.</p> <ul style="list-style-type: none"> o The score cells in those rows will automatically populate. o Each score cell (column I) and evidence cell (column K) will turn green as you score the materials. 		
			Criteria #	Standard	F.4 Social Studies Grade 4	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	4.A.1	The student shall demonstrate an understanding of processes, rules, and laws by examining and evaluating the rules, laws, and authorities that keep people safe in New Mexico.							
2	4.A.2	The student shall demonstrate an understanding of civic dispositions and democratic principles by:							
3	4.A.2.a	(a) explaining how democratic principles guide local, state, and sovereign governments; and							
4	4.A.2.b	(b) demonstrating an understanding that state symbols, holidays, traditions, and songs represent various cultural heritages, natural treasures, and the democratic values of New Mexico.							
B. ECONOMICS AND PERSONAL FINANCIAL LITERACY									
5	4.B.1	The student shall demonstrate an understanding of economic decision-making by explaining the impact of using natural resources on the local, county, and state economy.							
6	4.B.2	The student shall demonstrate an understanding of economic systems and models by:							
7	4.B.2.a	(a) explaining how trade and industry in New Mexico is impacted by surrounding economies (e.g. Mexico, Arizona, Colorado, Texas); and							
8	4.B.2.b	(b) researching and creating a list of products, goods, and services that New Mexico imports and exports.							
9	4.B.3	The student shall demonstrate an understanding of money and markets by exploring the significance of various industries in New Mexico.							
10	4.B.4	The student shall demonstrate an understanding of personal financial literacy by:							
11	4.B.4.a	(a) establishing the purpose of banks and how they work; and							
12	4.B.4.b	(b) explaining what a checking and savings account are used for.							
C. GEOGRAPHY									
13	4.C.1	The student shall demonstrate an understanding of geographic representations and reasoning by:							
14	4.C.1.a	(a) examining and synthesizing data from at least two types of maps (e.g. physical, topographical, thematic) to support a claim about the regional divisions of New Mexico, and comparing and contrasting its diverse geography;							
15	4.C.1.b	(b) using a variety of maps, investigating and comparing how New Mexico's boundaries have changed over time;							
16	4.C.1.c	(c) applying geographic tools of title, grid system, legends, symbols, scale, and compass rose to construct and interpret digital and analog maps; and							
17	4.C.1.d	(d) describing and identifying the regions and four provinces that make up New Mexico's land surface.							
18	4.C.2	The student shall demonstrate an understanding of movement, population, and systems by describing the different groups of people that have settled in New Mexico throughout history and describing their contributions to New Mexico cultures.							
19	4.C.3	The student shall demonstrate an understanding of human-environmental interactions and sustainability by exploring how geographic factors influence locations of settlements and use of natural resources to meet the basic needs of humans.							
D. HISTORY									
20	4.D.1	The student shall demonstrate an understanding of causes and consequences by describing the interactions between indigenous people and European settlers including agriculture, cultural exchanges, alliances, and conflicts.							
21	4.D.2	The student shall demonstrate an understanding of historical thinking by creating a timeline that depicts events and the changes in New Mexico during a selected time period.							
22	4.D.3	The student shall demonstrate an understanding of critical consciousness and perspectives by explaining why various individuals and groups during the same historical period differed in their perspectives toward significant historical events.							
23	4.D.4	The student shall demonstrate an understanding of power dynamics, leadership, and agency by:							
24	4.D.4.a	(a) investigating how different groups have influenced the ways that state issues are viewed and resolved; and							
25	4.D.4.b	(b) examining the changes in governance of New Mexico.							
E. ETHNIC, CULTURAL, AND IDENTITY STUDIES									
26	4.E.1	The student shall demonstrate an understanding of diversity and identity by participating in inquiry of other people's lives and experiences while demonstrating respect and empathy for others.							
27	4.E.2	The student shall demonstrate an understanding of identity in history by explaining connections among historical contexts and people's perspectives at the time.							
F. INQUIRY									
28	4.F.1	The student shall demonstrate an understanding of constructing compelling and supporting questions by:							
29	4.F.1.a	(a) generating compelling questions in an inquiry; and							

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

36	CCSS.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.							
37	CCSS.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.							

Craft and Structure -- Informational Text

38	CCSS.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.							
39	CCSS.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.							
40	CCSS.RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.							

Integration of Knowledge and Ideas -- Informational Text

41	CCSS.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.							
42	CCSS.RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.							

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

43	CCSS.RI.4.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 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

44	CCSS.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.							
45	CCSS.W.4.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.							
46	CCSS.W.4.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.							
47	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.							

Research to Build and Present Knowledge

48	CCSS.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.							
49	CCSS.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.							
50	NM G.2A	Gather relevant information from multiple sources, including oral knowledge.							
51	NM G.2B	Apply digital tools to gather, evaluate, and use information.							

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

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