



F.5 Social Studies - Grade 5

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

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

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

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

Section 1: Standards Review: Social Studies

PROVIDER/PUBLISHER INSTRUCTIONS:

- Provider/Publisher citations for this section will refer to the **Teacher Edition (teacher-facing core material)** and **Student Edition/Student Workbook (student-facing core material)**. The cited Teacher Edition, Student Edition, and/or Student Workbook should correspond with titles and ISBNs entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams.
- For this section, the provider/publisher will enter two citations per standard (Columns D and H). Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. **Each citation should cover no more than 3 pages within the materials.**
 - o **Column D:** Enter one citation in Column D from the **Student Edition/Student Workbook (student-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. **Any cells grayed out do not require a citation.**
 - o **Column H:** Enter one citation in Column H from the **Teacher Edition (teacher-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. **Any cells grayed out do not require a citation.**
- The material will be scored for alignment with each standard as "Meets expectations," "Partially meets expectations," or "Does not meet expectations" based on the citations provided.
 - o **NOTE: You may not use a citation more than once across ALL sections of the rubric.**

Reviewer directions for Social Studies Standards Review:	<p>Columns D-G: The provider/publisher will provide a citation from the Student Edition or Student Workbook (student-facing core material, print and/or digital) for the standard. Review the cited material and score the material by determining the degree to which it meets the standard:</p> <ul style="list-style-type: none"> 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 <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 I) and evidence cell (column K) will turn green as you score the materials.
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Criteria #	Standard	F.5 Social Studies Grade 5	Provider/Publisher Citation from Student Edition/Workbook	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Provider/Publisher Citation from Teacher Edition	Score	Required: Reviewer's Evidence for Publisher Citation	Comments, other citations, or feedback
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SOCIAL STUDIES STANDARDS

A. CIVICS

1	5.A.1	The student shall demonstrate an understanding of civic and political institutions by identifying and explaining the structure and function of the three branches of government and how they form the basis for our constitutional and federal republic.							
2	5.A.2	The student shall demonstrate an understanding of processes, rules, and laws by analyzing how different individuals and groups influenced the creation and interpretation of the founding documents.							
3	5.A.3	The student shall demonstrate an understanding of civic dispositions and democratic principles by explaining how the principles of the founding documents and the principle of liberty became unifying ideas of American democracy.							
4	5.A.4	The student shall demonstrate an understanding of roles and responsibilities of a civic life by evaluating how the bill of rights shaped the rights of United States citizens.							

B. ECONOMICS AND PERSONAL FINANCIAL LITERACY

5	5.B.1	The student shall demonstrate an understanding of economic decision-making by:							
6	5.B.1.a	(a) using examples from the western hemisphere, exploring and illustrating the role of scarcity historically and today;							
7	5.B.1.b	(b) analyzing how economic success is defined differently by various communities in the United States throughout the past and present; and							
8	5.B.1.c	(c) identifying and comparing the major natural resources and industries of two or more countries in the western hemisphere.							
9	5.B.2	The student shall demonstrate an understanding of economic systems and models by examining products that are imported and exported into markets within the United States based on demand for these products, noting how this affects the United States economy.							
10	5.B.3	The student shall demonstrate an understanding of personal financial literacy by:							
11	5.B.3.a	(a) creating a way to keep track of money spent and saved; and							
12	5.B.3.b	(b) determining the relationship between long-term goals and opportunity cost.							

C. GEOGRAPHY

13	5.C.1	The student shall demonstrate an understanding of geographic representations and reasoning by:							
14	5.C.1.a	(a) demonstrating how physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the western hemisphere;							
15	5.C.1.b	(b) using maps and globes, identifying the regions within the western hemisphere and locating major physical features within each region;							
16	5.C.1.c	(c) demonstrating how the states are organized, including time zones and the regions of the United States; and							
17	5.C.1.d	(d) using geographic and place-based vocabulary to communicate locations and navigate from one place to another.							
18	5.C.2	The student shall demonstrate an understanding of location, place, and region by using a map, identifying and locating the 50 states in the United States, and knowing the capitals of each state along with the surrounding United States territories.							
19	5.C.3	The student shall demonstrate an understanding of human-environmental interactions and sustainability by examining and explaining how the physical environment influences human population distribution and land use.							

D. HISTORY

20	5.D.1	The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by examining history from the perspective of the participants using a variety of narratives.							
21	5.D.2	The student shall demonstrate an understanding of causes and consequences by:							
22	5.D.2.a	(a) creating and using a chronological sequence of events and timelines to organize and analyze cause and effect relationships; and							
23	5.D.2.b	(b) using primary and secondary sources to acquire historical information.							
24	5.D.3	The student shall demonstrate an understanding of historical thinking by:							
25	5.D.3.a	(a) analyzing the causes of the American Revolution and the effects individuals and groups had on the conflict; and							
26	5.D.3.b	(b) analyzing the causes of the Civil War and the effects individuals and groups had on the conflict.							
27	5.D.4	The student shall demonstrate an understanding of critical consciousness and perspectives by:							
28	5.D.4.a	(a) explaining the connections among historical contexts and people's perspectives during major historical events in the United States; and							
29	5.D.4.b	(b) identifying how the beliefs, experiences, perspectives, and values contribute to forming points of view about civic issues.							

30	5.D.5	The student shall demonstrate an understanding of power dynamics, leadership, and agency by exploring inequity throughout the history of the United States and its connection to conflict that arises today.							
E. ETHNIC, CULTURAL, AND IDENTITY STUDIES									
31	5.E.1	The student shall demonstrate an understanding of diversity and identity by demonstrating knowledge of family history, culture, and past contributions of people in their main identity groups.							
32	5.E.2	The student shall demonstrate an understanding of diversity and identity by explaining how the treatment of groups of people in the past and present impacts who they are.							
F. INQUIRY									
33	5.F.1	The student shall demonstrate an understanding of constructing compelling and supporting questions by:							
34	5.F.1.a	(a) generating compelling and related supporting questions in an inquiry; and							
35	5.F.1.b	(b) using supporting questions to help answer the compelling question in an inquiry.							
36	5.F.2	The student shall demonstrate an understanding of gathering and evaluating sources by, with support, identifying primary and secondary sources and determining their credibility.							
37	5.F.3	The student shall demonstrate an understanding of developing claims by identifying evidence that draws information from multiple perspectives and sources in response to a compelling question.							
38	5.F.4	The student shall demonstrate an understanding of communicating and critiquing conclusions by constructing responses to compelling questions supported by reasoning and evidence.							
39	5.F.5	The student shall demonstrate an understanding of taking informed action by:							
40	5.F.5.a	(a) identifying challenges and opportunities when taking action to address problems or issues, including predicting possible outcomes; and							
41	5.F.5.b	(b) using a range of consensus-building and democratic procedures to make decisions about, and act on, civic problems or issues in the classroom.							

CCSS and NM ADDITIONAL STANDARDS FOR LITERACY IN SOCIAL STUDIES									
Reading Standards for Informational Text (RI)									
Key Ideas and Details -- Informational Text									
42	CCSS.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.							
43	CCSS.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.							
Craft and Structure -- Informational Text									
44	CCSS.RI.5.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic or subject area.							
45	CCSS.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.							
Integration of Knowledge and Ideas -- Informational Text									
46	CCSS.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.							
47	CCSS.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).							
Range of Reading & Level of Text Complexity -- Informational Text									
48	CCSS.RI.5.10	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 4–5 text complexity band independently and proficiently.							
Writing Standards (W)									
Text Types and Purposes -- Writing									
49	CCSS.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.							
50	CCSS.W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.							
51	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									
52	CCSS.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.							
53	CCSS.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.							
54	CCSS.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.							
55	CCSS.W.5.9.B	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").							
56	NM G.3A	Gather relevant information from multiple sources, including oral knowledge.							
57	NM G.3B	Apply digital tools to gather, evaluate, and use information.							
58	NM G.3C	Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.							

Section 2: Social Studies Content Review									
PROVIDER/PUBLISHER INSTRUCTIONS: • Provider/Publisher citations for this section will refer to the Teacher Edition (teacher-facing core material) and/or Student Edition/Student Workbook (student-facing core material) . The cited Teacher Edition, Student Edition, and/or Student Workbook should correspond with titles and ISBNs entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams. • For this section, the provider/publisher will enter two citations per criterion (Columns C and G). Each citation should direct the reviewer to a specific location in the materials that best meets the criterion. The citations should be concise and should allow the reviewer to easily determine that all components of the criterion have been met. Each citation should cover no more than 3 pages within the materials. o Columns C and G: Enter one citation in Column C and one citation in Column G from either the Teacher Edition (teacher-facing core material) OR Student Edition/Student Workbook (student-facing core material) . Each citation should direct the reviewer to a specific location in the materials that best meets the criterion. Any cells grayed out do not require a citation. • The material will be scored for alignment with each criterion as "Meets expectations," "Partially meets expectations," or "Does not meet expectations" based on the citations provided. o NOTE: You may not use a citation more than once across ALL sections of the rubric.									
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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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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/accessibile 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.							