



## F.7 Social Studies - Grade 7

**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:**

- 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.**

	<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.</b></li> <li>o <b>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> <ul style="list-style-type: none"> <li>o <b>Any cells grayed out do not require a citation or evidence.</b></li> <li>o <b>The score cells in those rows will automatically populate.</b></li> <li>o <b>Each score cell (column J) and evidence cell (column K) will turn green as you score the materials.</b></li> </ul>	
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Criteria #	Standard	F.7 Social Studies Grade 7	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	7.A.1	The student shall demonstrate an understanding of civic and political institutions by:							
2	7.A.1.a	(a) explaining the role of the political decision-making process at the tribal, state, and local levels of government;							
3	7.A.1.b	(b) describing the relationships of tribal, state, and local governments with the national government under the federal system;							
4	7.A.1.c	(c) comparing and contrasting global and historical government systems to the United States federal system; and							
5	7.A.1.d	(d) examining how conflict over social class (e.g. castas), land, and culture led to Mexican independence from Spain.							
6	7.A.2	The student shall demonstrate an understanding of processes, rules, and laws by:							
7	7.A.2.a	(a) describing the relationship between a nation-state and its colonies;							
8	7.A.2.b	(b) drawing conclusions about how the policies of the Spanish monarchy in New Spain impacted the people of New Spain; and							
9	7.A.2.c	(c) evaluating New Mexico's transition into a United States territorial government from the perspectives of the various groups residing in the territory at the time.							
10	7.A.3	The student shall demonstrate an understanding of civic dispositions and democratic principles by:							
11	7.A.3.a	(a) describing the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities; and							
12	7.A.3.b	(b) analyzing United States policies on expansion into the southwest, including how they reflected United States civic ideals of the time and conflicted with those that resided in New Mexico already and had historically made their home here.							

**B. ECONOMICS AND PERSONAL FINANCIAL LITERACY**

13	7.B.1	The student shall demonstrate an understanding of economic decision-making by:							
14	7.B.1.a	(a) explaining how tribal, state, and local government agencies work to sustain resources in New Mexico;							
15	7.B.1.b	(b) discussing New Mexico's economic limitations and successes;							
16	7.B.1.c	(c) demonstrating how early humans compete and cooperate to gather and use resources;							
17	7.B.1.d	(d) explaining the economic motivation of Spaniards as they enter the lands of, and interact with, the indigenous people of the Americas;							
18	7.B.1.e	(e) describing Spanish economics policies that led to colonial isolation and their impact on the people of New Mexico; and							
19	7.B.1.f	(f) summarizing the relationship between specialization and interdependence between 1821 CE and 1850 CE.							
20	7.B.2	The student shall demonstrate an understanding of economic systems and models by showing the correlation between the territorial and indigenous economies, including how both were impacted by United States federal policies.							
21	7.B.3	The student shall demonstrate an understanding of money and markets by:							
22	7.B.3.a	(a) defining the relationship between specialization and interdependence between c. 1200 BCE and c. 1500 CE;							
23	7.B.3.b	(b) explaining early trade networks and their impact on cultural groups;							
24	7.B.3.c	(c) investigating the use of trade routes and systems to analyze the economic impact they had on New Mexico and those who traded with New Mexicans; and							
25	7.B.3.d	(d) describing the economy of territorial New Mexico from various perspectives.							
26	7.B.4	The student shall demonstrate an understanding of the global economy by demonstrating connections between the economies of Spain and the indigenous people of the Americas.							
27	7.B.5	The student shall demonstrate an understanding of personal financial literacy by:							
28	7.B.5.a	(a) summarizing how the distribution of resources impacts consumerism and individual financial decisions; and							
29	7.B.5.b	(b) differentiating between saving and investing.							

**C. GEOGRAPHY**

30	7.C.1	The student shall demonstrate an understanding of geographic representations and reasoning by:							
31	7.C.1.a	(a) explaining the physical and human characteristics of New Mexico using the five themes of geography;							
32	7.C.1.b	(b) discussing the role of El Camino Real as a significant corridor for movement of people, goods, and ideas; and							
33	7.C.1.c	(c) describing how the movement of people influenced the division and control of resources.							
34	7.C.2	The student shall demonstrate an understanding of movement, population, and systems by:							
35	7.C.2.a	(a) discussing patterns of migration of early people as they settled across New Mexico and the southwest region;							
36	7.C.2.b	(b) analyzing the movement of people, goods, and ideas across the world during the age of exploration;							

37	7.C.2.c	(c) distinguishing land use patterns of Anglo-Americans during the American westward expansion period; and							
38	7.C.2.d	(d) identifying cultural diffusion into and out of the New Mexico territory.							
39	7.C.3	The student shall demonstrate an understanding of human-environmental interactions and sustainability by:							
40	7.C.3.a	(a) describing how environmental factors affect human activities and resources;							
41	7.C.3.b	(b) comparing and contrasting nomadic and semi-nomadic lifestyles;							
42	7.C.3.c	(c) analyzing land use patterns of ancestral Pueblo, Mogollon, and Athabaskan peoples;							
43	7.C.3.d	(d) discussing the importance of resource shortages on the lifestyles of the Mogollon and ancestral Puebloans;							
44	7.C.3.e	(e) explaining how differing places, people, and resources affected events and conditions in New Mexico during the Spanish colonial period; and							
45	7.C.3.f	(f) evaluating and comparing practices of land usage and ownership between indigenous people and Spaniards.							

**D. HISTORY**

46	7.D.1	The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by:							
47	7.D.1.a	(a) explaining the importance of artifacts and oral histories in understanding how prehistoric people lived;							
48	7.D.1.b	(b) connecting cultural adaptations of the Pueblo, Apache, and Diné people to today;							
49	7.D.1.c	(c) comparing and contrasting Athabaskan culture, agricultural practices, and settlement patterns with those of the Pueblos;							
50	7.D.1.d	(d) exploring the interactions between the Spaniards and indigenous people;							
51	7.D.1.e	(e) comparing and contrasting the revolts and resistance movements under Spanish rule;							
52	7.D.1.f	(f) explaining the impact Mexican independence had on New Mexico;							
53	7.D.1.g	(g) demonstrating how troubles between Texas and the government of Mexico impacted New Mexico; and							
54	7.D.1.h	(h) evaluating the significance of short- and long-range trails throughout the lands gained in the Mexican cession.							
55	7.D.2	The student shall demonstrate an understanding of causes and consequences by identifying the causes and consequences of United States government policies that impacted the territory of New Mexico.							
56	7.D.3	The student shall demonstrate an understanding of historical thinking by:							
57	7.D.3.a	(a) describing the technical limitations of historians and archeologists studying the distant past;							
58	7.D.3.b	(b) explaining the political and religious motivations of Spaniards as they encounter the indigenous people of the Americas;							
59	7.D.3.c	(c) analyzing the patterns of colonization, exploration, destruction, and creation that came with the occupation of the Americas by Spaniards;							
60	7.D.3.d	(d) interpreting the factors that led people in New Mexico to resist and rebel against political leadership between 1821 CE and 1850 CE;							
61	7.D.3.e	(e) categorizing causes and consequences of the United States military invasion of Mexico and New Mexico; and							
62	7.D.3.f	(f) exploring the impact of land ownership throughout New Mexico history.							
63	7.D.4	The student shall demonstrate an understanding of critical consciousness and perspective by assessing evidence of Spanish influence in New Mexico today.							

**E. ETHNIC, CULTURAL, AND IDENTITY STUDIES**

64	7.E.1	The student shall demonstrate an understanding of diversity and identity by analyzing how groups maintain their cultural heritage and how we see this heritage through the symbols, traditions, and culture of New Mexico							
65	7.E.2	The student shall demonstrate an understanding of diversity and identity by defining and explaining the present demographics of New Mexico.							
66	7.E.3	The student shall demonstrate an understanding of diversity and identity by evaluating how society's responses to different social identities lead to access and barriers for various demographic groups in relation to various societal institutions, including education, healthcare, government, and industry							
67	7.E.4	The student shall demonstrate an understanding of diversity and identity by analyzing who have been key figures that have contributed to an individual culture, and what they did.							
68	7.E.5	The student shall demonstrate an understanding of diversity and identity by describing the relationship between the cultural heritage of key figures and their personal identity.							
69	7.E.6	The student shall demonstrate an understanding of diversity and identity by identifying what tribal leaders want the world to see when their culture is on display, and how to address negative perceptions							
70	7.E.7	The student shall demonstrate an understanding of diversity and identity by demonstrating how diversity includes the impact of unequal power relations on the development of group identities and cultures							
71	7.E.8	The student shall demonstrate an understanding of diversity and identity by brainstorming ways in which New Mexicans might heal from past and current injustices							
72	7.E.9	The student shall demonstrate an understanding of diversity and identity by describing key figures that have made significant contributions to an individual culture							
73	7.E.10	The student shall demonstrate an understanding of diversity and identity by exploring personal, familial, and societal cultures in the modern day.							
74	7.E.11	The student shall demonstrate an understanding of diversity and identity by discussing the importance of respecting individual cultures and exploring how to address stereotypes.							
75	7.E.12	The student shall demonstrate an understanding of diversity and identity by using primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups							
76	7.E.13	The student shall demonstrate an understanding of diversity and identity by identifying how stereotyping influences social perspectives about members of a group							

77	7.E.14	The student shall demonstrate an understanding of diversity and identity by identifying and describing the traditions, rites, and norms of the groups to which the student identifies as belonging; and exploring how these traditions, rights, and norms may have changed over time							
<b>F. INQUIRY</b>									
78	7.F.1	The student shall demonstrate an understanding of constructing compelling and supporting questions by:							
79	7.F.1.a	(a) developing compelling (e.g. big idea) questions about a relevant topic of interest; and							
80	7.F.1.b	(b) creating supporting questions from credible sources to expand upon the compelling question.							
81	7.F.2	The student shall demonstrate an understanding of gathering and evaluating sources by:							
82	7.F.2.a	(a) identifying, locating, and gathering reliable and relevant primary and secondary sources from a variety of media, such as print, digital, multimedia, artifacts, and oral traditions;							
83	7.F.2.b	(b) evaluating primary and secondary sources for fact, opinion, author's bias, perspective of the creator, and relevance to the topic;							
84	7.F.2.c	(c) analyzing various forms of media to identify polarizing language, logical fallacy, and reasonable judgment; and							
85	7.F.2.d	(d) using a coherent system or structure to evaluate the credibility of a source by determining its relevance and intended use.							
86	7.F.3	The student shall demonstrate an understanding of developing claims by:							
87	7.F.3.a	(a) using primary and secondary sources to develop an argument and cite specific textual evidence to support the claim; and							
88	7.F.3.b	(b) making connections between current events, historical materials, and personal experience.							
89	7.F.4	The student shall demonstrate an understanding of communicating and critiquing conclusions by:							
90	7.F.4.a	(a) presenting student-developed texts communicating thinking and understanding, including written text, oral presentation, visual representation, and multimedia; and							
91	7.F.4.b	(b) engaging in academic discussions analyzing multiple viewpoints on public issues.							
92	7.F.5	The student shall demonstrate an understanding of taking informed action by:							
93	7.F.5.a	(a) examining the relationship between stereotypes, bias, and group identity;							
94	7.F.5.b	(b) exploring opportunities to be an ally and describing ways in which stereotyping can be a barrier to acting as an ally; and							
95	7.F.5.c	(c) engaging in positive civic behaviors to make decisions and take action in classrooms, schools, and communities.							

**CCSS and NM ADDITIONAL STANDARDS FOR LITERACY IN SOCIAL STUDIES**

<b>Reading Standards for Informational Text (RI)</b>									
<b>Key Ideas and Details -- Informational Text</b>									
96	CCSS.RH. 6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.							
97	CCSS.RH. 6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.							
98	CCSS.RH. 6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).							
<b>Craft and Structure -- Informational Text</b>									
99	CCSS.RH. 6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.							
100	CCSS.RH. 6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).							
101	CCSS.RH. 6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).							
<b>Integration of Knowledge and Ideas -- Informational Text</b>									
102	CCSS.RH. 6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.							
103	CCSS.RH. 6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.							
104	CCSS.RH. 6-8.9	Analyze the relationship between a primary and secondary source on the same topic.							
105	NM D.1	Distinguish between primary and secondary sources.							
106	NM D.2	Describe how the media use propaganda, bias, and stereotyping to influence audiences.							
<b>Writing Standards (W)</b>									
<b>Text Types and Purposes -- Writing</b>									
107	CCSS.WHST. 6-8.1	Write arguments focused on discipline-specific content.							
108	CCSS.WHST. 6-8.1A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.							
109	CCSS.WHST. 6-8.1B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.							
110	CCSS.WHST. 6-8.1C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.							
111	CCSS.WHST. 6-8.1D	Establish and maintain a formal style.							
112	CCSS.WHST. 6-8.1E	Provide a concluding statement or section that follows from and supports the argument presented.							
113	CCSS.WHST. 6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.							
114	CCSS.WHST. 6-8.2A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.							
115	CCSS.WHST. 6-8.2B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.							
116	CCSS.WHST. 6-8.2C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.							

117	CCSS.WHST.6-8.2D	Use precise language and domain-specific vocabulary to inform about or explain the topic.							
118	CCSS.WHST.6-8.2E	Establish and maintain a formal style and objective tone.							
119	CCSS.WHST.6-8.2F	Provide a concluding statement or section that follows from and supports the information or explanation presented.							
<b>Production and Distribution of Writing</b>									
120	CCSS.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.							
121	CCSS.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.							
122	CCSS.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.							
<b>Research to Build and Present Knowledge</b>									
123	CCSS.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.							
124	CCSS.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.							
125	CCSS.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.							
<b>Range of Writing</b>									
126	CCSS.WHST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.							

Section 2: Social Studies Content Review								
<p><b>PROVIDER/PUBLISHER INSTRUCTIONS:</b></p> <ul style="list-style-type: none"> <li>• Provider/Publisher citations for this section will refer to the <b>Teacher Edition (teacher-facing core material)</b> and/or <b>Student Edition/Student Workbook (student-facing core material)</b>. 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.</li> <li>• 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. <b>Each citation should cover no more than 3 pages within the materials.</b> <ul style="list-style-type: none"> <li>o <b>Columns C and G:</b> Enter one citation in Column C and one citation in Column G from either the <b>Teacher Edition (teacher-facing core material)</b> OR <b>Student Edition/Student Workbook (student-facing core material)</b>. Each citation should direct the reviewer to a specific location in the materials that best meets the criterion. <b>Any cells grayed out do not require a citation.</b></li> </ul> </li> <li>• 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. <ul style="list-style-type: none"> <li>o <b>NOTE: You may not use a citation more than once across ALL sections of the rubric.</b></li> </ul> </li> </ul>								
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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
<p><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></p>								
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.							
<p><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></p>								
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.							
<p><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></p>								
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.).							
<p><b>FOCUS AREA 4 EQUITY:</b>  <b>Instructional materials provide equitable representation of a wide range of perspectives.</b></p>								
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.							
<p><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></p>								
14	Teacher materials contain resources and explanations of instructional strategies and advanced Social Studies concepts.							

Section 2: All Content Review									
PROVIDER/PUBLISHER INSTRUCTIONS:									
<p>• Provider/Publisher citations for this section will refer to the <b>Teacher Edition (teacher-facing core material)</b> and/or <b>Student Edition/Student Workbook (student-facing core material)</b>. 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.</p> <p>• 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. <b>Each citation should cover no more than 3 pages within the materials.</b></p> <p>o <b>Columns C and G:</b> Enter one citation in Column C and one citation in Column G from either the <b>Teacher Edition (teacher-facing core material)</b> OR <b>Student Edition/Student Workbook (student-facing core material)</b>. Each citation should direct the reviewer to a specific location in the materials that best meets the criterion. <b>Any cells grayed out do not require a citation.</b></p> <p>• 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.</p> <p>o <b>NOTE: You may not use a citation more than once across ALL sections of the rubric.</b></p>									
<b>Reviewer directions for All Content Review:</b>			<p><b>Columns C-F:</b> The provider/publisher will provide a citation from the <b>Teacher Edition (teacher-facing core material)</b> OR <b>Student Edition/Student Workbook (student-facing core material)</b> (print and/or digital) for each criterion. Review the cited material and score the material by determining the degree to which it meets the criterion:</p> <ul style="list-style-type: none"> <li>o M = Meets the criterion</li> <li>o P = Partially meets the criterion</li> <li>o D = Does not meet the criterion</li> </ul> <p>Evidence for the publisher citations is required if you score the materials with a D. For your evidence for each criterion that scores a D, choose one of the options from the dropdown menu in Column F. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column F.</p> <p>o <b>Each score cell will turn green as you score the materials.</b></p>			<p><b>Columns G-J:</b> The provider/publisher will provide a citation from the <b>Teacher Edition (teacher-facing core material)</b> OR <b>Student Edition/Student Workbook (student-facing core material)</b> (print and/or digital) for each criterion. Review the cited material, score the material by determining the degree to which it meets the criterion, and <b>provide evidence to support your determination:</b></p> <ul style="list-style-type: none"> <li>o M = Meets the criterion</li> <li>o P = Partially meets the criterion</li> <li>o D = Does not meet the criterion</li> </ul> <p>o <b>Each score cell and evidence cell will turn green as you score the materials.</b></p>			
Criteria #	Provider/Publisher Criteria All Content	Provider/Publisher Citation	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Provider/Publisher Citation	Score	Required: Reviewer's Evidence for Publisher Citation	Comments, other citations, or feedback	
<b>FOCUS AREA 1 COHERENCE:</b>									
<b>Instructional materials are coherent and consistent with the New Mexico Content Standards that all students should study in order to be college- and career-ready.</b>									
1	Instructional materials address the full content contained in the standards for all students by grade level.								
2	Instructional materials support students to show mastery of each standard.								
3	Instructional materials require students to engage at a level of maturity appropriate to the grade level under review.								
4	Instructional materials are coherent, making meaningful connections for students by linking the standards within a lesson and unit.								
<b>FOCUS AREA 2 WELL-DESIGNED LESSONS:</b>									
<b>Instructional materials take into account effective lesson structure and pacing.</b>									
5	The Teacher Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. The design of the assignments show a purposeful sequencing of teaching and learning expectations.								
6	Within each lesson of the instructional materials, there are clear, measurable, standards-aligned content objectives.								
7	Within each lesson of the instructional materials, there are clear, measurable language objectives tied directly to the content objectives.								
8	Instructional materials provide focused resources to support students' acquisition of both general academic vocabulary and content-specific vocabulary.								
9	The visual design of the instructional materials (whether in print or digital) maintains a consistent layout that supports student engagement with the subject.								
10	Instructional materials incorporate features that aid students and teachers in making meaning of the text.								
11	Instructional materials provide students with ongoing review and practice for the purpose of retaining previously acquired knowledge.								
<b>FOCUS AREA 3 RESOURCES FOR PLANNING:</b>									
<b>Instructional materials provide teacher resources to support planning, learning, and understanding of the New Mexico Content Standards.</b>									
12	Instructional materials provide a list of lessons in the Teacher Edition (in print or clearly distinguished/accessible as a teacher's edition in digital materials), cross-referencing the standards addressed and providing an estimated instructional time for each lesson, chapter, and unit. <b>(Publisher citation only required.)</b>								
13	Instructional materials support teachers with instructional strategies to help guide students' academic development.								
14	Instructional materials include a Teacher Edition with useful annotations and suggestions on how to present the content in the student edition and in the supporting material.								
15	Instructional materials integrate opportunities for digital learning, including interactive digital components.								
<b>FOCUS AREA 4 ASSESSMENT:</b>									
<b>Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.</b>									
16	Instructional materials provide a variety of assessments that measure student progress in all strands of the standards for the content under review. <b>(Adopted New Mexico Content Standards for 2022: New Mexico Social Studies Standards and New Mexico Core Arts Standards)</b>								
17	Instructional materials provide multiple formative and summative assessments, clearly defining which standards are being assessed through content and language objectives.								
18	Instructional materials provide scoring guides for assessments that are aligned with the standards they address, and that offer teachers guidance in interpreting student performance and suggestions for further instruction, differentiation, remediation and/or acceleration.								
19	Instructional materials provide appropriate assessment alternatives for English Learners, Culturally and Linguistically Diverse students, advanced students, and special needs students.								
20	Instructional materials include opportunities to assess student understanding and knowledge of the standards using technology.								
<b>FOCUS AREA 5 EXTENSIVE SUPPORT:</b>									
<b>Instructional materials give all students extensive opportunities and support to explore key concepts.</b>									
21	Instructional materials can be customized or adapted to meet the needs of different student populations.								
22	Instructional materials provide differentiated strategies and/or activities to meet the needs of students working below proficiency and those of advanced learners.								
23	Instructional materials provide appropriate linguistic support for English Learners and Culturally and Linguistically Diverse students, and accommodations and modifications for other special populations that will support their regular and active participation in learning content.								
24	Instructional materials provide strategies and resources for teachers to inform and engage parents, family members, and caregivers of all learners about the program and provide suggestions for how they can help support student progress and achievement. <b>(Publisher citation only required.)</b>								
25	Instructional materials include opportunities for all students that encourage and support creative thinking and effective problem-solving skills.								
<b>FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:</b>									
<b>Instructional materials represent a variety of cultural and linguistic perspectives.</b>									
26	Instructional materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials themselves and in the student discussions.								

27	Instructional materials provide a collection of images, stories, and information, representing a broad range of demographic groups, and do not make generalizations or reinforce stereotypes.							
28	Instructional materials provide context, illustrations, and activities for students to make interdisciplinary connections and/or connections to real-life experiences and diverse cultural and linguistic backgrounds.							
<b>FOCUS AREA 7 INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS: Instructional materials highlight diversity in culture and language through multiple perspectives.</b>								
29	Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language.							
30	Instructional materials include tools and resources that demonstrate multiple perspectives in a specific concept.							
31	Instructional materials engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico.							
32	Instructional materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.							