



## F.8 Social Studies - Grade 8

**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.**

<b>Reviewer directions for Social Studies Standards Review:</b>	<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 <b>provide evidence to support your determination:</b></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 I) and evidence cell (column K) will turn green as you score the materials.</b></li> </ul>							
Criteria #	Standard	F.8 Social Studies Grade 8	Provider/Publisher Citation from Student Edition/Workbook	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Provider/Publisher Citation from Teacher Edition	Score	Required: Reviewer's Evidence for Publisher Citation	Comments, other citations, or feedback

**SOCIAL STUDIES STANDARDS**

**A. CIVICS**

1	8.A.1	The student shall demonstrate an understanding of civic and political institutions by:							
2	8.A.1.a	(a) comparing indigenous government structures to those of the United States today;							
3	8.A.1.b	(b) describing the ways indigenous people organize themselves and their societies;							
4	8.A.1.c	(c) discussing the relationship between a ruler of a nation-state and the citizens of its colonies;							
5	8.A.1.d	(d)examining how challenges the government faced because of the articles of confederation resolved at the constitutional convention;							
6	8.A.1.e	(e) evaluating how individuals and groups addressed specific problems at various levels to form a new republic;							
7	8.A.1.f	(f) identifying and applying the function of the bill of rights; and							
8	8.A.1.g	(g)discussing the nature of civil wars in general, and the role of border states and territories in the United States civil war specifically, and exploring the role the territory of New Mexico played.							
9	8.A.2	The student shall demonstrate an understanding of processes, rules, and laws by:							
10	8.A.2.a	(a) identifying policies of this era that define the relationship between federal, state, and tribal governments through treaties, court decisions, and land acquisition statutes;							
11	8.A.2.b	(b) evaluating the efficacy of formal United States policies of expansion, their effects on sovereign tribal nations' ability to self-govern, and indigenous resistance efforts to preserve tribal sovereignty;							
12	8.A.2.c	(c) comparing the federal government's response to the southern states' call for independence with that of the original 13 colonies;							
13	8.A.2.d	(d) discussing the impact of significant legislation and judicial precedents in formally perpetuating systemic oppression; and							
14	8.A.2.e	(e)analyzing the impact of individuals and reform movements that advocated for greater civil rights and liberties throughout early United States history.							
15	8.A.3	The student shall demonstrate an understanding of civic dispositions and democratic principles by:							
16	8.A.3.a	(a) describing the role of community members in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities;							
17	8.A.3.b	(b) assessing the responses of various groups to British policies in the 13 colonies;							
18	8.A.3.c	(c) identifying parallels in language or intent (i.e. construct or content) between enlightenment philosophies and the ideas expressed in the founding documents of the United States;							
19	8.A.3.d	(d)citing specific examples of precedents established in the early republic that impact American lives today; and							
20	8.A.3.e	(e)critiquing citizens' responses to changing political and social policies during the early 19th century.							
21	8.A.4	The student shall demonstrate an understanding of roles and responsibilities of a civic life by investigating the causes and effects of diverse ideologies on politics, society, and culture that are associated with immigration and migration.							

**B. ECONOMICS AND PERSONAL FINANCIAL LITERACY**

22	8.B.1	The student shall demonstrate an understanding of economic decision-making by:							
23	8.B.1.a	(a) identifying and analyzing the economic specializations of the 13 colonies; and							
24	8.B.1.b	(b) identifying and explaining the economic differences between the north and the south.							
25	8.B.2	The student shall demonstrate an understanding of incentives and choices by analyzing the benefits and challenges associated with rapidly growing urban areas because of industrialization.							
26	8.B.3	The student shall demonstrate an understanding of economic systems and models by illustrating significant European economic theories and their connection to the colonization of the western hemisphere.							
27	8.B.4	The student shall demonstrate an understanding of money and markets by:							
28	8.B.4.a	(a) summarizing a significant economic warfare initiative of the civil war through creative expression; and							
29	8.B.4.b	(b) explaining how union army strategies and other socio-economic changes at the end of the civil war led to an economic depression in the southeast United States.							
30	8.B.5	The student shall demonstrate an understanding of personal financial literacy by:							
31	8.B.5.a	(a)determining the relationship between long-term goals and opportunity cost;							
32	8.B.5.b	(b)identifying ways insurance may minimize personal financial risk; and							
33	8.B.5.c	(c)illustrating the power of compounding to highlight the importance of investing at a young age.							

**C. GEOGRAPHY**

34	8.C.1	The student shall demonstrate an understanding of geographic representations and reasoning by:							
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35	8.C.1.a	(a) using the five themes of geography (i.e. location, place, movement, human-environmental interaction, and region) to describe a specific sovereign tribal nation or indigenous people group of North America;							
36	8.C.1.b	(b) analyzing how historic events are shaped by geography; and							
37	8.C.1.c	(c) synthesizing geographic information about the significance of the 13 colonies to the British empire.							
38	8.C.2	The student shall demonstrate an understanding of location, place, and region by defining a region by its human and physical characteristics.							
39	8.C.3	The student shall demonstrate an understanding of movement, population, and systems by:							
40	8.C.3.a	(a) describing the causes and effects of exploration and expansion into the Americas, by the Europeans during the 15th and 16th centuries;							
41	8.C.3.b	(b) comparing and contrasting reasons why people moved to and left the 13 colonies; and							
42	8.C.3.c	(c) identifying immigration and emigration factors that motivated groups to move to and within the United States during time periods of mass immigration.							
43	8.C.4	The student shall demonstrate an understanding of human-environmental interactions and sustainability by:							
44	8.C.4.a	(a) describing how indigenous people of North America adapted to their environment;							
45	8.C.4.b	(b) critiquing the ideas and belief systems related to land and resource-use among indigenous people and Europeans; and							
46	8.C.4.c	(c) describing a human-created environmental concern related to western expansion, including different contemporary perspectives and other historical context between 1815 CE and 1850 CE.							
<b>D. HISTORY</b>									
47	8.D.1	The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by:							
48	8.D.1.a	(a) identifying key people, places, and ideas from major European nations of the 15th and 16th centuries;							
49	8.D.1.b	(b) identifying and describing the structure and function of the three branches of government, as laid out in the United States constitution;							
50	8.D.1.c	(c) comparing and contrasting indigenous and Hispanic peoples' assimilation experiences with later immigrants' experiences as part of expansion across the territorial United States;							
51	8.D.1.d	(d) analyzing the development of the women's suffrage movement over time and its legacy; and							
52	8.D.1.e	(e) making personal connections to immigration stories and experiences in the past and present.							
53	8.D.2	The student shall demonstrate an understanding of causes and consequences by:							
54	8.D.2.a	(a) evaluating the impacts of European colonization on indigenous populations;							
55	8.D.2.b	(b) describing the impact of slavery on African populations in Africa and the Americas;							
56	8.D.2.c	(c) identifying indigenous alliances during and after the American revolutionary war;							
57	8.D.2.d	(d) comparing and contrasting the efforts of the American and British governments to gain the services of African Americans with recruitment of indigenous people;							
58	8.D.2.e	(e) describing the causes and effects of the Mexican American war and its consequences on residents living in the "new" United States territories;							
59	8.D.2.f	(f) examining the ways the United States acquired new territories, including purchases, forced relocation, treaties, annexation, and war;							
60	8.D.2.g	(g) demonstrating how conflicts over slavery led the north and the south to war; and							
61	8.D.2.h	(h) evaluating the impact of science and technology during the civil war period.							
62	8.D.3	The student shall demonstrate an understanding of historical thinking by:							
63	8.D.3.a	(a) comparing and contrasting the causes, demographics, and results of the American revolution;							
64	8.D.3.b	(b) discussing the role of religion in the 13 colonies and its impact on developing American identity;							
65	8.D.3.c	(c) comparing and contrasting the causes, demographics, and results of the American revolution with the French and Latin American revolutions; and							
66	8.D.3.d	(d) comparing and contrasting the causes, demographics, and results of the Haitian revolution and enslaved peoples' rebellions between 1830 CE and 1860 CE.							
67	8.D.4	The student shall demonstrate an understanding of critical consciousness and perspective by:							
68	8.D.4.a	(a) demonstrating why different people may have different perspectives of the same historical event and why multiple interpretations should be considered to avoid historical linearity and inevitability; and							
69	8.D.4.b	(b) examining both sides in debate or academic discussion of politics in response to immigration.							
70	8.D.5	The student shall demonstrate an understanding of power dynamics, leadership, and agency by:							
71	8.D.5.a	(a) describing how white supremacist organizations in the United States arose with the intention of maintaining the oppression of specific groups through informal institutions;							
72	8.D.5.b	(b) describing demographic shifts because of the civil war and reconstruction; and							
73	8.D.5.c	(c) analyzing why and how indigenous people resisted United States territorial expansion.							
<b>E. ETHNIC, CULTURAL, AND IDENTITY STUDIES</b>									
74	8.E.1	The student shall demonstrate an understanding of diversity and identity by:							
75	8.E.1.a	(a) describing how knowledge and perspectives of indigenous people can help inform solutions to environmental and human rights issues;							
76	8.E.1.b	(b) drawing a diagram or making a model to illustrate how indigenous people have preserved their histories;							
77	8.E.1.c	(c) examining how enslaved people adapted within and resisted their captivity;							
78	8.E.1.d	(d) describing the formation of African American cultures and identities in free and enslaved communities; and							

79	8.E.1.e	(e)identifying and exploring how current traditions, rites, and norms or identity groups have changed or are changing over time.							
80	8.E.2	The student shall demonstrate an understanding of identity in history by:							
81	8.E.2.a	(a) comparing and contrasting the various origins – indigenous, forced, voluntary – of identity groups in the United States;							
82	8.E.2.b	(b) examining the impact of historical, cultural, economic, political, religious, and social factors, which resulted in unequal power relations among identity groups;							
83	8.E.2.c	(c) examining historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group between c. 1400 CE and 1500 CE;							
84	8.E.2.d	(d) examining historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group between 1490 CE and 1750 CE;							
85	8.E.2.e	(e) examining the demographics of the 13 colonies in the years leading to, and during, the American revolution;							
86	8.E.2.f	(f) describing the influence of diverse ideologies on politics, society, and culture in early United States history;							
87	8.E.2.g	(g) analyzing the motivations of various groups and their impacts of western expansion and the settlement of the United States;							
88	8.E.2.h	(h) examining the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language;							
89	8.E.2.i	(i)deconstructing the emancipation proclamation to determine its contemporary purpose and current significance;							
90	8.E.2.j	(j)discussing the impact of the western campaign on indigenous people;							
91	8.E.2.k	(k)exploring and demonstrating the contemporary and current significance of Juneteenth; and							
92	8.E.2.l	(l)assessing how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.							
93	8.E.3	The student shall demonstrate an understanding of community equity building by:							
94	8.E.3.a	(a) discussing how the exchanges of resources and culture across civilizations led to the emergence of a global society;							
95	8.E.3.b	(b) identifying and analyzing cultural, differently abled, ethnic, gender, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities;							
96	8.E.3.c	(c)discussing the similarities, differences, and interactions between civil rights and civil liberties;							
97	8.E.3.d	(d)evaluating the role of racial social constructs in the structures and functions of a 21st century American society;							
98	8.E.3.e	(e)applying knowledge of an event of the sectionalism and reform era to analyze current issues and events; and							
99	8.E.3.f	(f)investigating how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local, community, national, and global advocacy.							
<b>F. INQUIRY</b>									
100	8.F.1	The student shall demonstrate an understanding of constructing compelling and supporting questions by:							
101	8.F.1.a	(a) developing compelling questions about a relevant topic of interest; and							
102	8.F.1.b	(b) creating supporting questions from credible sources to expand upon the compelling question.							
103	8.F.2	The student shall demonstrate an understanding of gathering and evaluating sources by:							
104	8.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;							
105	8.F.2.b	(b) evaluating primary and secondary sources for the author's bias, perspective of the creator, and relevance to the topic;							
106	8.F.2.c	(c) describing how geographic representations can express both geo-spatial locations and human bias; and							
107	8.F.2.d	(d) using a coherent system or structure to evaluate the credibility of a source by determining its relevance and intended use.							
108	8.F.3	The student shall demonstrate an understanding of developing claims by:							
109	8.F.3.a	(a) categorizing and sequencing significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers;							
110	8.F.3.b	(b) formulating a claim based on evidence from primary and secondary sources in response to a question;							
111	8.F.3.c	(c) citing specific textual evidence to support analysis of primary and secondary sources;							
112	8.F.3.d	(d) using primary and secondary sources to analyze conflicting and diverse points of views on a certain topic;							
113	8.F.3.e	(e) making connections between current events, historical materials, and personal experience; and							
114	8.F.3.f	(f) examining how and why diverse groups have been denied equality and opportunity, both institutionally and informally.							
115	8.F.4	The student shall demonstrate an understanding of communicating and critiquing conclusions by:							
116	8.F.4.a	(a) engaging in discussion, debate, or academic conversation analyzing multiple viewpoints on public issues;							
117	8.F.4.b	(b) creating maps, charts, infographics, or other visual media that communicate research findings or other significant information digitally or on paper;							
118	8.F.4.c	(c) developing informational texts, including analyses of historical and current events;							
119	8.F.4.d	(d) portraying historical people, places, events, and ideologies of the time to examine history from the perspective of the participants through creative expression;							
120	8.F.4.e	(e) using applicable presentation technology to communicate research findings or other significant information; and							

121	8.F.4.f	(f) conducting a research project to answer a self-generated question of historical significance, and applying problem-solving skills for historical research.							
122	8.F.5	The student shall demonstrate an understanding of taking informed action by:							
123	8.F.5.a	(a) recognizing and valuing the student's group identities without perceiving or treating others as inferior;							
124	8.F.5.b	(b) identifying facets of personal identity, determining how the student wants to present themselves to the world as a person belonging to an identity group, and brainstorming how to address negative perceptions.							
125	8.F.5.c	(c) describing ways in which stereotyping can be a barrier to acting as an ally and engaging in positive civic behaviors in classrooms, schools, and the broader community;							
126	8.F.5.d	(d) explaining the challenges and opportunities people face when taking action to address problems, including predicting possible results; and							
127	8.F.5.e	(e) synthesizing historical and local knowledge to take age-appropriate action toward mending, healing, and transforming the future.							

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

**Reading Standards for Informational Text (RI)**

**Key Ideas and Details -- Informational Text**

128	CCSS.RH. 6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.							
129	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.							
130	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).							

**Craft and Structure -- Informational Text**

131	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.							
132	CCSS.RH. 6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).							
133	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).							

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

134	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.							
135	CCSS.RH. 6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.							
136	CCSS.RH. 6-8.9	Analyze the relationship between a primary and secondary source on the same topic.							
137	NM D.1	Distinguish between primary and secondary sources.							
138	NM D.2	Describe how the media use propaganda, bias, and stereotyping to influence audiences.							

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

139	CCSS.RH. 6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.							
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**Writing Standards (W)**

**Text Types and Purposes -- Writing**

140	CCSS.WHST. 6-8.1	Write arguments focused on discipline-specific content.							
141	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.							
142	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.							
143	CCSS.WHST. 6-8.1C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.							
144	CCSS.WHST. 6-8.1D	Establish and maintain a formal style.							
145	CCSS.WHST. 6-8.1E	Provide a concluding statement or section that follows from and supports the argument presented.							
146	CCSS.WHST. 6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.							
147	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.							
148	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.							
149	CCSS.WHST. 6-8.2C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.							
150	CCSS.WHST. 6-8.2D	Use precise language and domain-specific vocabulary to inform about or explain the topic.							
151	CCSS.WHST. 6-8.2E	Establish and maintain a formal style and objective tone.							
152	CCSS.WHST. 6-8.2F	Provide a concluding statement or section that follows from and supports the information or explanation presented.							

**Production and Distribution of Writing**

153	CCSS.WHST. 6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.							
154	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.							
155	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.							

**Research to Build and Present Knowledge**

156	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.							
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157	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.							
158	CCSS.WHST. 6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.							
<b>Range of Writing</b>									
159	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**

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<b>Reviewer directions for Social Studies 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><b>o 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><b>o Each score cell and evidence cell will turn green as you score the materials.</b></p>
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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
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**FOCUS AREA 1 CONTENT AND DESIGN:**  
**Instructional materials provide a wide variety of texts, visuals, and multimedia content that develop students' knowledge and skills.**

1	Instructional materials include and/or reference informational texts and literary works that are significant to historical time periods and cultural groups.							
2	Instructional materials include historical and present day maps, charts, graphs, diagrams, artworks, and illustrations to enable spatial, abstract, and critical thinking in various problem solving contexts.							
3	Instructional materials identify multimedia connections that align with a variety of learning styles and enhance students' analytical skills.							

**FOCUS AREA 2 SOCIAL STUDIES SKILLS:**  
**Instructional materials provide strategies to develop students' skills that are crucial to understanding Social Studies content.**

4	Instructional materials include multicultural images that engage students in historical inquiry as well as develop understanding of complex events or relationships.							
5	Instructional materials provide strategies to elicit discourse among students on Social Studies topics.							
6	Instructional materials contain text-dependent/ text-specific questions with activities that build to a culminating task that integrates depth and complexity of analytical thinking.							
7	Instructional materials orient historical events toward contemporary local, regional, and global issues in order to activate student agency.							
8	Instructional materials are up to date and present current evidence and new interpretations.							
9	Instructional materials provide strategies for the effective use of scholarly sources in student writing.							

**FOCUS AREA 3 ACCESSIBILITY:**  
**Instructional materials provide differentiation for multiple learning styles, students with exceptionalities, English Language Learners (ELLs), and cultural differences.**

10	Instructional materials provide all students (e.g. those who read below grade level, students with special needs, gifted students, and ELL) with extensive opportunities to encounter and comprehend grade-level and complex texts.							
11	Instructional materials assess students at a variety of knowledge levels (Bloom's, Depth of Knowledge, etc.).							

**FOCUS AREA 4 EQUITY:**  
**Instructional materials provide equitable representation of a wide range of perspectives.**

12	Instructional materials provide equitable inclusion of accurate historical stories and perspectives beyond Eurocentric cultural scripts.							
13	Instructional materials engage students in learning about others' history, culture, identity and region while allowing students to maintain his/her/their own cultural integrity.							

**FOCUS AREA 5 TEACHER INSTRUCTIONAL RESOURCES/STRATEGIES:**  
**Instructional materials include resources for research based instructional strategies and advanced Social Studies concepts.**

14	Teacher materials contain resources and explanations of instructional strategies and advanced Social Studies concepts.							
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Section 2: All Content Review									
<b>PROVIDER/PUBLISHER INSTRUCTIONS:</b> • 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. • 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> 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> • 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 <b>NOTE: You may not use a citation more than once across ALL sections of the rubric.</b>									
<b>Reviewer directions for All Content Review:</b>			<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: o M = Meets the criterion o P = Partially meets the criterion o D = Does not meet the criterion 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. o <b>Each score cell will turn green as you score the materials.</b>			<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> o M = Meets the criterion o P = Partially meets the criterion o D = Does not meet the criterion o <b>Each score cell and evidence cell will turn green as you score the materials.</b>			
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/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. <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.							