



F.9.B NM History - High School with Grades 11-12 CCSS Standards For Literacy in History/Social Studies

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.**
 - **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.**
 - **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.
 - **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"> ◦ M = Meets the standard ◦ P = Partially meets the standard ◦ 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"> ◦ Any cells grayed out do not require a citation or evidence. ◦ The score cells in those rows will automatically populate. ◦ 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"> ◦ M = Meets the standard ◦ P = Partially meets the standard ◦ D = Does not meet the standard <p>Any cells grayed out do not require a citation or evidence.</p> <ul style="list-style-type: none"> ◦ The score cells in those rows will automatically populate. ◦ 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.9.B High School NM History with CCSS Grades 11-12	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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NM HISTORY STANDARDS

A. CIVICS

1	HS.NMH. A.1	The student shall demonstrate an understanding of civic and political institutions by comparing and contrasting the similarities and differences between the three branches of the federal and state governments.							
2	HS.NMH. A.2	The student shall demonstrate an understanding of processes, rules, and laws by analyzing the requirements for statehood.							
3	HS.NMH. A.3	The student shall demonstrate an understanding of civic dispositions and democratic principles by defining sovereignty, exploring how tribal sovereignty has been interpreted over time by indigenous people, and distinguishing ways in which the different tribes in New Mexico conduct governmental affairs.							

B. ECONOMICS AND PERSONAL LITERACY

4	HS.NMH. B.1	The student shall demonstrate an understanding of economic decision-making by:							
5	HS.NMH. B.1.a	(a) discussing the sequence of events that led to the Great Depression and the implementation of new deal programs in New Mexico, including the efficacy of the programs for different communities;							
6	HS.NMH. B.1.b	(b) analyzing the private and public industries that have impacted New Mexico's economy; and							
7	HS.NMH. B.1.c	(c) evaluating the main sources of income for indigenous populations and how they might be different.							
8	HS.NMH. B.2	The student shall demonstrate an understanding of global economy by summarizing how the United States and Soviet Union emerged from World War II as superpowers, and articulating the difference between communism and capitalism.							

C. GEOGRAPHY

9	HS.NMH. C.1	The student shall demonstrate an understanding of location, place, and region by:							
10	HS.NMH. C.1.a	(a) explaining the impact of the military bases and weapons testing sites in New Mexico as influenced by World War II and the cold war; and							
11	HS.NMH. C.1.b	(b) giving examples of the different types of sites and activities that would make people want to tour aspects of New Mexico.							
12	HS.NMH. C.2	The student shall demonstrate an understanding of human-environmental interactions and sustainability by:							
13	HS.NMH. C.2.a	(a) examining the changes in the plains of New Mexico as irrigation and cattle ranches expand into the territory;							
14	HS.NMH. C.2.b	(b) analyzing the pros and cons of New Mexico's role in the production of uranium fueled weapons built during the cold war; and							
15	HS.NMH. C.2.c	(c) analyzing how New Mexicans maintain an agricultural industry being that we are one of the driest states in the country.							

D. HISTORY

16	HS.NMH. D.1	The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by:							
17	HS.NMH. D.1.a	(a) connecting various disputes that occur as a result of Article X being stricken from the treaty of Guadalupe Hidalgo;							
18	HS.NMH. D.1.b	(b) assessing the changes of the land and society initiated by the railroad system, along with the immigrant population it brought to the New Mexican territory;							
19	HS.NMH. D.1.c	(c) evaluating efforts from the people of New Mexico to become a state, and analyzing outside perspectives to the entrance of New Mexico as a state;							
20	HS.NMH. D.1.d	(d) interpreting data and evidence to conduct periodization of key events and contributions by key people to the events that occurred during the early 20th century; and							
21	HS.NMH. D.1.e	(e) analyzing the civil rights era in New Mexico using multiple perspectives.							
22	HS.NMH. D.2	The student shall demonstrate an understanding of causes and consequences by:							
23	HS.NMH. D.2.a	(a) examining the causes and effects of the Civil War, and the battles that ensued within New Mexico;							
24	HS.NMH. D.2.b	(b) explaining how the Homestead Act of 1862 impacted the demographics of New Mexico;							
25	HS.NMH. D.2.c	(c) probing the beginnings of the boarding school system, and the ramifications that it had on indigenous communities in New Mexico and abroad; and							
26	HS.NMH. D.2.d	(d) analyzing the causes and effects of the dust bowl in New Mexico, and how it changed or eliminated communities.							
27	HS.NMH. D.3	The student shall demonstrate an understanding of historical thinking by:							
28	HS.NMH. D.3.a	(a) demonstrating historical argumentation by using various resources and perspectives to show the impact of World War II on the people of New Mexico, and the impact that our citizens and resident populations had on the war;							
29	HS.NMH. D.3.b	(b) examining the development of the first atomic bomb and the dawn of the nuclear age born in New Mexico;							
30	HS.NMH. D.3.c	(c) explaining the importance of military research and testing facilities in New Mexico, during the cold war and today;							

31	HS.NMH. D.3.d	(d) analyzing multiple perspectives of how water use, policy, and management has changed over the centuries in New Mexico; and							
32	HS.NMH. D.3.e	(e) evaluating the importance of preserving historical sites, culture, and New Mexico's resources.							
33	HS.NMH. D.4	The student shall demonstrate an understanding of critical consciousness and perspectives by:							
34	HS.NMH. D.4.a	(a) dissecting the treaty of Guadalupe Hidalgo, and evaluating how the different people of New Mexico were addressed and impacted by the document; and							
35	HS.NMH. D.4.b	(b) evaluating the role of race and racism in the acts of land redistribution during the territorial period.							
36	HS.NMH. D.5	The student shall demonstrate an understanding of power dynamics, leadership, and agency by:							
37	HS.NMH. D.5.a	(a) examining the rights that were guaranteed to New Mexico citizens in Article IX of the treaty of Guadalupe Hidalgo, and reason why Article X would have been stricken;							
38	HS.NMH. D.5.b	(b) contextualizing the struggles toward statehood by including the resistance of the Hispanic and Native American population to newcomers;							
39	HS.NMH. D.5.c	(c) comparing and contrasting the liberties of people living within a territory versus a state; and							
40	HS.NMH. D.5.d	(d) comparing organizations engaged in civil rights work.							

E. ETHNIC, CULTURAL, AND IDENTITY STUDIES

41	HS.NMH. E	The student shall demonstrate an understanding of diversity and identity by 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							
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F. INQUIRY

42	HS.NMH. F.1	The student shall demonstrate an understanding of constructing compelling and supporting questions by:							
43	HS.NMH. F.1.a	(a) creating compelling questions representing key ideas within the disciplines; and							
44	HS.NMH. F.1.b	(b) developing supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.							
45	HS.NMH. F.2	The student shall demonstrate an understanding of gathering and evaluating sources by:							
46	HS.NMH. F.2.a	(a) gathering relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection; and							
47	HS.NMH. F.2.b	(b) evaluating the credibility, reliability, and validity of a source by examining how experts value the source.							
48	HS.NMH. F.3	The student shall demonstrate an understanding of developing claims by:							
49	HS.NMH. F.3.a	(a) identifying evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence to revise or strengthen claims; and							
50	HS.NMH. F.3.b	(b) refining claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.							
51	HS.NMH. F.4	The student shall demonstrate an understanding of communicating and critiquing conclusions by:							
52	HS.NMH. F.4.a	(a) constructing arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses;							
53	HS.NMH. F.4.b	(b) constructing explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose;							
54	HS.NMH. F.4.c	(c) presenting adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies; and							
55	HS.NMH. F.4.d	(d) critiquing the use of claims and evidence in arguments for credibility.							
56	HS.NMH. F.5	The student shall demonstrate an understanding of taking informed action by:							
57	HS.NMH. F.5.a	(a) using disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place; and							
58	HS.NMH. F.5.b	(b) applying a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.							

CCSS STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

Reading Standards for Literacy in History/Social Studies Grades 11-12

Key Ideas and Details

59	CCSS.RH. 11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.							
60	CCSS.RH. 11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.							
61	CCSS.RH. 11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.							

Craft and Structure

62	CCSS.RH. 11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).							
63	CCSS.RH. 11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.							
64	CCSS.RH. 11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.							

Integration of Knowledge and Ideas

65	CCSS.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.							
66	CCSS.RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.							
67	CCSS.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.							
Range of Reading & Level of Text Complexity									
68	CCSS.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.							
Writing Standards for Literacy in History/Social Studies Grades 11-12									
Text Types and Purposes									
69	CCSS.WHST.11-12.1	Write arguments focused on discipline-specific content.							
70	CCSS.WHST.11-12.1A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.							
71	CCSS.WHST.11-12.1B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.							
72	CCSS.WHST.11-12.1C	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.							
73	CCSS.WHST.11-12.1D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.							
74	CCSS.WHST.11-12.1E	Provide a concluding statement or section that follows from or supports the argument presented.							
75	CCSS.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.							
76	CCSS.WHST.11-12.2A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.							
77	CCSS.WHST.11-12.2B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.							
78	CCSS.WHST.11-12.2C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.							
79	CCSS.WHST.11-12.2D	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.							
80	CCSS.WHST.11-12.2E	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).							
Production and Distribution of Writing									
81	CCSS.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.							
82	CCSS.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.							
83	CCSS.WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.							
Research to Build and Present Knowledge									
84	CCSS.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.							
85	CCSS.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation							
86	CCSS.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.							
Range of Writing									
87	CCSS.WHST.11-12.10	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>PROVIDER/PUBLISHER INSTRUCTIONS:</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> o NOTE: You may not use a citation more than once across ALL sections of the rubric. 									
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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.								

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.							