



## F.6 Social Studies - Grade 6

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

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

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

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

### SCORING (TO BE COMPLETED BY REVIEWER AND FACILITATOR)

Reviewer Number:		Date:	
<b>SECTION</b>	<b>REVIEWER TOTAL</b>	<b>MAXIMUM POINTS</b>	<b>FACILITATOR VERIFIED</b>
Standards Review	0	300	
Social Studies Content Review	0	91	
All Content Review	0	209	
<b>TOTAL SCORE</b>	<b>0</b>	<b>600</b>	
Percent Score	0%		

### FINAL SCORE VERIFICATION (TO BE COMPLETED BY FACILITATOR)

Verified 90% or Higher (Y/N)		Facilitator Notes:
Verified 80%-89% (Y/N)		
Verified 79% or Lower (Y/N)		
Facilitator Name:		

CULTURAL AND LINGUISTIC RELEVANCE RECOGNITION		
REVIEWER TOTAL	MAXIMUM POINTS	PERCENT SCORE
0	72	0%
CLR SCORE VERIFICATION (TO BE COMPLETED BY FACILITATOR)		
Verified 90% or Higher (Y/N)		Facilitator Notes:
Facilitator Name:		

**Section 1: Standards Review: Social Studies**

**PROVIDER/PUBLISHER INSTRUCTIONS:**

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- For this section, the provider/publisher will enter two citations per standard (Columns D and H). Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. **Each citation should cover no more than 3 pages within the materials.**
  - o **Column D:** Enter one citation in Column D from the **Student Edition/Student Workbook (student-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. **Any cells grayed out do not require a citation.**
  - o **Column H:** Enter one citation in Column H from the **Teacher Edition (teacher-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. **Any cells grayed out do not require a citation.**
- The material will be scored for alignment with each standard as “Meets expectations,” “Partially meets expectations,” or “Does not meet expectations” based on the citations provided.
  - o **NOTE: You may not use a citation more than once across ALL sections of the rubric.**

**Reviewer directions for Social Studies Standards Review:**

**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:

- o M = Meets the standard
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- o D = Does not meet the standard

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.

- o **Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate if formulated to do so.**
- o **Each score cell (column E) will turn green as you score the materials.**

**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:**

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- o D = Does not meet the standard

- o **Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate if formulated to do so.**
- o **Each score cell (column I) and evidence cell (column K) will turn green as you score the materials.**

Criteria #	Standard	F.6 Social Studies Grade 6	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	6.A.1	The student shall demonstrate an understanding of civic and political institutions by:							
2	6.A.1.a	(a)identifying the social structures of early humans;							
3	6.A.1.b	(b)describing cultural and political structures in classical eastern societies;							
4	6.A.1.c	(c)describing cultural and political structures in classical western societies; and							
5	6.A.1.d	(d) comparing and contrasting classical forms of government and political structure to the current United States government and political structure.							
6	6.A.2	The student shall demonstrate an understanding of roles and responsibilities of a civic life by identifying rights and responsibilities of citizens and non-citizens in civic participation within the governmental systems, such as monarchy, democracy, republic, and oligarchy.							

**B. ECONOMICS AND PERSONAL FINANCIAL LITERACY**

7	6.B.1	The student shall demonstrate an understanding of economic decision-making by:							
8	6.B.1.a	(a) describing the distribution of resources among classes in the feudal hierarchy of European and Asian societies;							
9	6.B.1.b	(b) describing how trade networks and the transfer of goods and ideas linked post-classical societies; and							

10	6.B.1.c	(c) explaining the role of trade in the development and growth of societies.							
11	6.B.2	The student shall demonstrate an understanding of money and markets by explaining how the interaction between producers and consumers in the trade networks satisfied economic wants and needs.							
12	6.B.3	The student shall demonstrate an understanding of global economy by analyzing the economic impact that surpluses of food and goods have on the growth of civilizations.							
13	6.B.4	The student shall demonstrate an understanding of personal financial literacy by:							
14	6.B.4.a	(a)analyzing how external factors might influence spending decisions for different individuals and households; and							
15	6.B.4.b	(b)giving examples of financial risks that individuals and households face.							

**C. GEOGRAPHY**

16	6.C.1	The student shall demonstrate an understanding of geographic representations and reasoning by:							
17	6.C.1.a	(a) creating and using maps, globes, and graphs to gather, analyze, and report geographic information;							
18	6.C.1.b	(b) comparing environmental and geographic characteristics of locations of the earliest human settlements; and							
19	6.C.1.c	(c) using maps to explain how encounters and exchanges linked the world.							
20	6.C.2	The student shall demonstrate an understanding of location, place, and region by:							
21	6.C.2.a	(a) identifying how natural forces shape Earth's environments and regions;							
22	6.C.2.b	(b) comparing ancient cultural and early technological innovations of one early Mesoamerican and one South American civilization; and							
23	6.C.2.c	(c) comparing cultural, political, and religious characteristics of early river valley civilizations.							
24	6.C.3	The student shall demonstrate an understanding of movement, population, and systems by identifying and comparing the movement of key religions and philosophies over time.							
25	6.C.4	The student shall demonstrate an understanding of human-environmental interactions and sustainability by:							
26	6.C.4.a	(a)describing how the local environment impacts culture and technology;							
27	6.C.4.b	(b)describing how the people impact the local environment; and							
28	6.C.4.c	(c) comparing how regional environments impacted the advances of technology for travel and trade.							

**D. HISTORY**

29	6.D.1	The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by:							
30	6.D.1.a	(a) evaluating the lasting impact of philosophy, art, science, and technology of classical Greece, Rome, India, and China;							
31	6.D.1.b	(b) evaluating the factors that allowed classical civilizations to thrive;							
32	6.D.1.c	(c) analyzing the significance of innovations (e.g. scientific, mathematical, technological) in European, African, and Asian societies;							
33	6.D.1.d	(d) explaining how religion and philosophy shaped European, Asian, and African societies during the post-classical period; and							
34	6.D.1.e	(e) examining instances of conflict and oppression in medieval times, and responses to these violations.							
35	6.D.2	The student shall demonstrate an understanding of causes and consequences by:							
36	6.D.2.a	(a)analyzing the impact that the agricultural revolution had on hunter-gatherers and nomadic peoples;							
37	6.D.2.b	(b) identifying the political and social issues that led to the development of new philosophies during the classical period;							
38	6.D.2.c	(c) comparing strategies used by classical civilizations to maintain their empires;							
39	6.D.2.d	(d)comparing causes of decline in Roman, Han, and Gupta empires;							
40	6.D.2.e	(e)explaining what led to the emergence of European feudalism; and							
41	6.D.2.f	(f) analyzing the diffusion and the social, political, and economic effects of the black death.							
42	6.D.3	The student shall demonstrate an understanding of critical consciousness and perspectives by examining and explaining how the perspectives and encounters between Christians, Muslims, and Jews impacted individuals and society.							
<b>E. ETHNIC, CULTURAL, AND IDENTITY STUDIES</b>									
43	6.E.1	The student shall demonstrate an understanding of diversity and identity by:							
44	6.E.1.a	(a)identifying how differences and similarities between diverse groups impact perspectives; and							
45	6.E.1.b	(b) describing the interactions of religious and philosophical perspectives and explaining their impact on European, Asian, and African societies during the classical period.							
46	6.E.2	The student shall demonstrate an understanding of identity in history by demonstrating relationships between personal events and historical events.							
47	6.E.3	The student shall demonstrate an understanding of community equity building by explaining how the treatment of people in ancient civilizations shaped group identities and cultures.							

F. INQUIRY									
48	6.F.1	The student shall demonstrate an understanding of constructing compelling and supporting questions by:							
49	6.F.1.a	(a) distinguishing primary and secondary sources by correctly identifying the author, type of document, and date of publication of the text in relation to the historical event described in the text;							
50	6.F.1.b	(b) categorizing and sequencing significant people, places, events, and ideas using both chronological and conceptual graphic organizers;							
51	6.F.1.c	(c) categorizing questions as compelling (e.g. main topic) or supporting questions; and							
52	6.F.1.d	(d) generating relevant questions to be answered by historical inquiry that allow for multiple approaches of exploration.							
53	6.F.2	The student shall demonstrate an understanding of gathering and evaluating sources by:							
54	6.F.2.a	(a) identifying where and how to locate sources to best answer a research question;							
55	6.F.2.b	(b) distinguishing among fact, opinion, and reasoned judgment in a source, and identifying the author perspectives and possible biases;							
56	6.F.2.c	(c) comparing a variety of map projections to evaluate how information is presented, and analyzing how cartographic conventions portray intended and unintended bias; and							
57	6.F.2.d	(d) evaluating the credibility of a source by determining its relevance and intended use.							
58	6.F.3	The student shall demonstrate an understanding of developing claims by:							
59	6.F.3.a	(a) formulating a claim based on evidence from primary and secondary sources in response to a question;							
60	6.F.3.b	(b) supporting a claim using a variety of sources and perspectives;							
61	6.F.3.c	(c) citing specific textual evidence to support analysis of primary and secondary sources; and							
62	6.F.3.d	d) using primary and secondary sources to analyze conflicting and diverse points of view on a certain topic.							
63	6.F.4	The student shall demonstrate an understanding of communicating and critiquing conclusions by:							
64	6.F.4.a	(a) using applicable presentation technology to communicate research findings or other significant information; and							
65	6.F.4.b	(b) creating maps, charts, infographics, or digital media that communicate research findings or other significant information.							
66	6.F.5	The student shall demonstrate an understanding of taking informed action by:							

67	6.F.5.a	(a) describing the many facets of student identity, including family history and culture, and how they are connected to the history and culture of other people; and							
68	6.F.5.b	(b) explaining the challenges and opportunities people from the past faced when taking action to address problems.							

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

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

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

69	CCSS.RH. 6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.							
70	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.							
71	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**

72	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.							
73	CCSS.RH. 6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).							
74	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**

75	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.							
76	CCSS.RH. 6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.							
77	CCSS.RH. 6-8.9	Analyze the relationship between a primary and secondary source on the same topic.							
78	NM D.1	Distinguish between primary and secondary sources.							
79	NM D.2	Describe how the media use propaganda, bias, and stereotyping to influence audiences.							

**Writing Standards (W)**

**Text Types and Purposes -- Writing**

80	CCSS.WHST. 6-8.1	Write arguments focused on discipline-specific content.							
81	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.							

82	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.							
83	CCSS.WHST.6-8.1C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.							
84	CCSS.WHST.6-8.1D	Establish and maintain a formal style.							
85	CCSS.WHST.6-8.1E	Provide a concluding statement or section that follows from and supports the argument presented.							
86	CCSS.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.							
87	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.							
88	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.							
89	CCSS.WHST.6-8.2C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.							
90	CCSS.WHST.6-8.2D	Use precise language and domain-specific vocabulary to inform about or explain the topic.							
91	CCSS.WHST.6-8.2E	Establish and maintain a formal style and objective tone.							
92	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>									
93	CCSS.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.							
94	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.							
95	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>									
96	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.							

97	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.							
98	CCSS.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.							
<b>Range of Writing</b>									
99	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**

**PROVIDER/PUBLISHER INSTRUCTIONS:**

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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>◦ M = Meets the criterion</li> <li>◦ P = Partially meets the criterion</li> <li>◦ 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>Each score cell (column D) 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>◦ M = Meets the criterion</li> <li>◦ P = Partially meets the criterion</li> <li>◦ D = Does not meet the criterion</li> </ul> <p>◦ <b>Each score cell (column H) and evidence cell (column J) 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.							

<b>FOCUS AREA 3 ACCESSIBILITY: Instructional materials provide differentiation for multiple learning styles, students with exceptionalities, English Language Learners (ELLs), and cultural differences.</b>							
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.).						
<b>FOCUS AREA 4 EQUITY: Instructional materials provide equitable representation of a wide range of perspectives.</b>							
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.						
<b>FOCUS AREA 5 TEACHER INSTRUCTIONAL RESOURCES/STRATEGIES: Instructional materials include resources for research based instructional strategies and advanced Social Studies concepts.</b>							
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.							
<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.							
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. <i>(Adopted New Mexico Content Standards for 2022: New Mexico Social Studies Standards and New Mexico Core Arts Standards)</i>							
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.							
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: 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.							