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Instructional Material Bureau

Summer 2010 Adoption Review Institute

Form F: *Publisher Alignment Form & Review Scoring Rubric*

5th GRADE Social Studies

Publisher information and instructions:

Publisher:	**Submitted by (name) :**
E-mail:	**Phone:**
Title of Student Edition:	**ISBN:**
Title of Teacher Edition:	**ISBN:**

Completed by (name):	**E-mail:**
Phone:	**Date:**

SECTION I (CONTENT STANDARDS) CITATION REQUIREMENTS AND SCORING

A. Enter three (3) citations (one in each cell) for each indicator; enter the page number and the paragraph.
   a. Example: [123-5] would refer the reviewer to Page 123, paragraph 5 to find the evidence of the indicator.

B. Citations for "Content Standards, Benchmarks & Performance Standards" must refer to the Student Edition.

C. Citations for "Other Relevant Criteria" must refer to the Teacher Edition.

D. Each citation must address an increasing level of cognition:
   a. Citation 1: Cites material that provides **an introduction** to the content at the **basic knowledge level**.
   b. Citation 2: Cites material that **builds on prior knowledge/skills** at the **recall, comprehension and application** level.
   c. Citation 3: Cites material that builds on prior knowledge/skills **and integrates content to meet the standard at the analysis, synthesis, or evaluation levels**.

E. At least two citations must be found satisfactory by the Review Team to meet the requirements of the standard. Scoring will be as follows:

a. Satisfactory citations at the "Basic Knowledge" level only, or no valid citations, score zero (0) points.
b. Satisfactory citations at both the "Basic Knowledge" and "Application" level score a total of six (6) points.
c. Satisfactory citations at all three levels score a total of ten (10) points.

SEE THE BEGINNING OF SECTION II FOR REQUIREMENTS AND SCORING OF "OTHER RELEVANT CRITERIA" CITATIONS

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FACILITATOR USE ONLY

FINAL SCORE VERIFICATION (TO BE COMPLETED BY THE FACILITATOR)		
	Verified: **90% or Higher**	**Facilitator Signature**
	Verified: **89% or Lower**	**Facilitator Signature**

Reviewer:	**Date:**	**Facilitator:**

REVIEWER INSTRUCTIONS

REVIEWER: USE THE STUDENT EDITION (SE) TO CONDUCT THIS PORTION OF THE REVIEW

Mark only one cell in each row under the appropriate column. Every **unshaded** row must be scored. Scoring must follow these criteria:

1. Citations that you verify at the "Basic Knowledge" level only, or no valid citations, score zero (0) points.
2. Citations that you verify at both the "Basic Knowledge" and "Application" level score a total of six (6) points.
3. Citations that you verify at all three levels score a total of ten (10) points.

Enter the total number of points in the "YES" column in the **Column Totals** boxes at the top of each page.

POINTS	COLUMN	DEFINITION
0	(NO)	Citations did not meet the requirements of the standard for at least two levels.

6	(YES)	Citations met the requirements of the standard at two of the levels.
10	(YES)	Citations met the requirements of the standard at all three levels.

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SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWERS' PAGE TOTALS➔➔➔➔➔				NO ⬇	Item Count	YES ⬇
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
I. HISTORY **STUDENTS ARE ABLE TO IDENTIFY IMPORTANT PEOPLE AND EVENTS IN ORDER TO ANALYZE SIGNIFICANT PATTERNS, RELATIONSHIPS, THEMES, IDEAS, BELIEFS, AND TURNING POINTS IN NEW MEXICO, UNITED STATES, AND WORLD HISTORY IN ORDER TO UNDERSTAND THE COMPLEXITY OF THE HUMAN EXPERIENCE.**						
I-A. **New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.**						
I-A(1). Describe changes of governance of New Mexico (e.g., indigenous, Spanish, Mexican, French, Texan, United States).					1	
I-A(2). Explain the reasons for European exploration of the Americas.					2	
I-B. **United States: Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.**						
I-B(1). Explain the motivations for the European exploration of the Americas (e.g., Leif Ericson, Christopher Columbus, John Cabot, Hernán Cortez, Jacques Cartier, Henry Hudson)					3	
I-B(2). Describe and explain the reasons for colonization, to include:						
I-B(2)a. religious freedom					4	
I-B(2)b. desire for land					5	
I-B(2)c. economic opportunity					6	
I-B(2)d. a new way of life, including the role and views of key individuals who founded colonies (e.g., John Smith, William Penn, Lord Baltimore).					7	
I-B(3). Explain the significance of major historical documents (e.g., the Mayflower Compact, the Declaration of Independence, Federalist Papers, United States Constitution, Bill of Rights, the Gettysburg Address).					8	
I-B(4). Identify the interactions between American Indians and European settlers, including agriculture, cultural exchanges, alliances, and conflicts (e.g., the First					9	

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REVIEWERS' PAGE TOTALS➔➔➔➔➔				NO ↓	Item Count	YES ↓
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
Thanksgiving, the Pueblo Revolt, French and Indian War).						
I-B(5). Describe how the introduction of slavery into the Americas, and especially the United States, laid a foundation for conflict.					10	
I-B(6). Explain early representative government and identify democratic practices that emerged (e.g., Iroquois Nation model, town meetings, assemblies).					11	
I-C. **World: Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration.**						
I-C(1). 1. Describe the characteristics of early societies, including the development of tools and adaptation to environments.					12	
I-C(2). 2. Identify, describe, and explain the political, religious, economic and social conditions in Europe that led to the Era of Colonization.					13	
I-C(3). 3. Identify the European countries that colonized the North American continent and their areas of settlement.					14	
I-C(4). 4. Describe the development of slavery as a widespread practice that limits human freedoms and potentials.					15	
I-D. **Skills: Research historical events and people from a variety of perspectives.**						
I-D(1). Differentiate between, locate, and use primary and secondary sources (e.g., computer software, interviews, biographies, oral histories, print, visual material, artifacts) to acquire information.					16	
I-D(2). Use resources for historical information (e.g., libraries, museums, historical societies, courthouse, world wide web, family records, elders).					17	
I-D(3). Gather, organize, and interpret information using a variety of media and technology.					18	
I-D(4). Show the relationship between social contexts and events.					19	
I-D(5). Use effective communication skills and strategies to share research findings.					20	

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REVIEWERS' PAGE TOTALS➔➔➔➔➔				NO ↓	Item Count	YES ↓
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
II. GEOGRAPHY **STUDENTS UNDERSTAND HOW PHYSICAL, NATURAL, AND CULTURAL PROCESSES INFLUENCE WHERE PEOPLE LIVE, THE WAYS IN WHICH PEOPLE LIVE, AND HOW SOCIETIES INTERACT WITH ONE ANOTHER AND THEIR ENVIRONMENTS.**						
II-A. **Analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present, and future in terms of patterns, events, and issues.**						
II-A(1). Make and use different kinds of maps, globes, charts, and databases.					21	
II-A(2). Demonstrate how different areas of the United States are organized and interconnected.					22	
II-A(3). Identify and locate each of the fifty states and capitols of the United States.					23	
II-A(4). Identify tribal territories within states.					24	
II-A(5). Employ fundamental geographic vocabulary (e.g., latitude, longitude, interdependence, accessibility, connections).					25	
II-A(6). Demonstrate a relational understanding of time zones.					26	
II-A(7). Use spatial organization to communicate information					27	
II-A(8). Identify and locate natural and man-made features of local, regional, state, national, and international locales.					28	
II-A(9). Make and use different kinds of maps, globes, charts, and databases.					29	
II-B. **Explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change.**						
II-B(1). Describe human and natural characteristics of places.					30	
II-B(2). Describe similarities and differences among regions of the globe, and their patterns of change.					31	
II-C. **Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes.**						
II-C(1). Describe how man-made and natural environments have					32	

SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWERS' PAGE TOTALS➔➔➔➔➔				NO ⬇	Item Count	YES ⬇
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
influenced conditions in the past.						
II-C(2). Identify and define geographic issues and problems from accounts of current events.					33	
II-D. **Explain how physical processes shape the Earth's surface patterns and biosystems.**						
II-D(1). Explain how the four provinces of New Mexico's land surface (plains, mountains, plateau, and basin and range) support life.					34	
II-E. **Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.**						
II-E(1). Explain how physical features influenced the expansion of the United States.					35	
II-F. **Understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution, and relative importance of resources.**						
II-F(1). Understand how resources impact daily life.					36	
III. **CIVICS AND GOVERNMENT** **STUDENTS UNDERSTAND THE IDEALS, RIGHTS, AND RESPONSIBILITIES OF CITIZENSHIP AND UNDERSTAND THE CONTENT AND HISTORY OF THE FOUNDING DOCUMENTS OF THE UNITED STATES WITH PARTICULAR EMPHASIS ON THE UNITED STATES AND NEW MEXICO CONSTITUTIONS AND HOW GOVERNMENTS FUNCTION AT LOCAL, STATE, TRIBAL, AND NATIONAL LEVELS.**						
III-A. **Understand the structure, functions, and powers of government (local, state, tribal and national).**						
III-A(1). Explain how the three branches of national government function and understand how they are defined in the United States Constitution.					37	
III-A(2). Identify the fundamental ideals and principles of our republican form of government (e.g., inalienable rights ("life, liberty, and the pursuit of happiness"), the rule of law, justice, equality under the law).					38	
III-A(3). Identify and describe the significance of American symbols, landmarks, and essential documents (e.g., Declaration of Independence; United States Constitution;					39	

SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWERS' PAGE TOTALS➔➔➔➔➔				NO ⬇	Item Count	YES ⬇
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
Bill of Rights; Federalist Papers; Washington, DC; Liberty Bell; Gettysburg Address; Statute of Liberty; government to government accords; Treaty of Guadalupe Hildago; Gadsden Purchase).						
III-A(4). Compare and contrast the basic government sovereignty of local, state, tribal, and national governments.					40	
III-B. **Explain the significance of symbols, icons, songs, traditions, and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity.**						
III-B(1). Explain the significance and importance of American customs					41	
III-B(2). Identify and summarize contributions of various racial					42	
III-B(3). Describe selected ethnic and religious customs and celebrations that enhance local					43	
III-C. **Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government**						
III-C(1). Describe the narrative of the people and events associated with the development of the United States Constitution and describe its significance to the foundation of the American republic, to include:						
III-C(1)a. colonists' and Native Americans' shared sense of individualism, independence, and religious freedom that developed before the Revolution					44	
III-C(1)b. Articles of Confederation					45	
III-C(1)c. purpose of the Constitutional Convention					46	
III-C(1)d. natural rights expressed in the Declaration of Independence					47	
III-C(2). Describe the contributions and roles of major individuals, including George Washington, James Madison, and Benjamin Franklin.					48	
III-D. **Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states,**						

SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWERS' PAGE TOTALS➔➔➔➔➔				NO ⬇	Item Count	YES ⬇
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
tribes, and countries.						
III-D(1). Explain the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the constitution of local, state, tribal and federal governments.					49	
IV. ECONOMICS **STUDENTS UNDERSTAND BASIC ECONOMIC PRINCIPLES AND USE ECONOMIC REASONING SKILLS TO ANALYZE THE IMPACT OF ECONOMIC SYSTEMS (INCLUDING THE MARKET ECONOMY) ON INDIVIDUALS, FAMILIES, BUSINESSES, COMMUNITIES, AND GOVERNMENTS.**						
IV-A. **Explain and describe how individuals, households, businesses, governments, and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating.**						
IV-A(1). Understand the impact of supply and demand on consumers and producers in a free enterprise system.					50	
IV-A(2). Understand the patterns of work and economic activities in New Mexico and the United States (e.g., farming, ranching, oil and gas production, high tech, manufacturing, medicine).					51	
IV-A(3). Describe the aspects of trade.					52	
IV-A(4). Explain how voluntary trade is not coercive.					53	
IV-B. **Explain how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services.**						
IV-B(1). Explain how all economic systems must consider the following: What will be produced? How will it be produced? For whom will it be produced?					54	
IV-B(2). Identify the influence of bordering countries (Canada and Mexico) on United States commerce.					55	
IV-C. **Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world.**						

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REVIEWERS' PAGE TOTALS➔➔➔➔➔				NO ⬇	Item Count	YES ⬇
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
IV-C(1). Understand basic economic patterns of early societies (e.g., hunter-gathers, early farming, business).					56	
IV-C(2). Understand the economic motivation of exploration and colonization by colonial powers.					57	
REVIEWER'S SECTION I TOTALS				NO ⬇	Item Count	YES ⬇

SECTION II: OTHER RELEVANT CRITERIA

SECTION II CITATION REQUIREMENTS AND SCORING

A. Citations for "Other Relevant Criteria" must refer to the Teacher Edition.

B. Enter three (3) citations (one in each cell) for each indicator; enter the page number and the paragraph.

a. Example: [123-5] would refer the reviewer to +Page 123, paragraph 5 to find the evidence of the indicator.

C. All three citations must be found satisfactory by the Review Team to meet the requirements of the standard.

REVIEWER: USE THE TEACHER'S EDITION (TE) TO CONDUCT THIS PORTION OF THE REVIEW

Mark only one (X) in each row under the appropriate column.

KEY:

0 = (NO) Citations did not meet the requirements of the standard.

5 = (YES) Citations met the requirements of the standard.

REVIEWERS' PAGE TOTALS➔➔➔➔➔				NO (0) ⬇	YES (5) ⬇	Item Count
SECTION II: OTHER RELEVANT CRITERIA	**Citation 1**	**Citation 2**	**Citation 3**			
A. Provides models, selections, activities and opportunities for responses that promote respect for all people regardless of race, color, creed, national origin, age, gender, language or disability.	Citation 1	Citation 2	Citation 3			1
B. Avoids stereotyping.	Citation 1	Citation 2	Citation 3			2
C. Learning objectives and instructional strategies are explicit for every lesson and every chapter.	Citation 1	Citation 2	Citation 3			3
D. Lesson objectives stated at the beginning of each lesson and are reinforced in a variety of ways.	Citation 1	Citation 2	Citation 3			4

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REVIEWERS' PAGE TOTALS➔➔➔➔➔				NO (0) ⬇	YES (5) ⬇	Item Count
SECTION II: OTHER RELEVANT CRITERIA	**Citation 1**	**Citation 2**	**Citation 3**			
E. The beginning of each lesson includes the questions students will be expected to answer at the conclusion of the lesson.	Citation 1	Citation 2	Citation 3			5
F. Includes vocabulary list at the beginning of each lesson.	Citation 1	Citation 2	Citation 3			6
G. A variety of cultural perspectives are used in content.	Citation 1	Citation 2	Citation 3			7
H. Uses visual aids to identify concepts and relationships.	Citation 1	Citation 2	Citation 3			8
I. Uses visual aids to illustrate new words.	Citation 1	Citation 2	Citation 3			9
J. Both content and graphic/visual aids represent the diverse populations of the world.	Citation 1	Citation 2	Citation 3			10
K. Provides substantial support and resources for differentiated instruction, including *(score each item separately)*:						
l. Clear, explicit instructions to students	Citation 1	Citation 2	Citation 3			11

REVIEWERS' PAGE TOTALS➔➔➔➔➔				NO (0) ⬇	YES (5) ⬇	Item Count
SECTION II: OTHER RELEVANT CRITERIA	**Citation 1**	**Citation 2**	**Citation 3**			
2. Explicit strategies for teachers	Citation 1	Citation 2	Citation 3			12
3. Review & guided practice to refine new skills	Citation 1	Citation 2	Citation 3			13
4. Ongoing review & skill practice to refine previously acquired skills	Citation 1	Citation 2	Citation 3			14
L. Includes content and information that support a variety of approaches to instruction, including *(score each item separately)*:						
1. Writing activities	Citation 1	Citation 2	Citation 3			15
2. Speaking activities	Citation 1	Citation 2	Citation 3			16
3. Project-based learning assignments	Citation 1	Citation 2	Citation 3			17
4. Interdisciplinary instruction	Citation 1	Citation 2	Citation 3			18
5. Thematic instruction across genres	Citation 1	Citation 2	Citation 3			19

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REVIEWERS' PAGE TOTALS➔➔➔➔➔				NO (0) ⬇	YES (5) ⬇	Item Count
SECTION II: OTHER RELEVANT CRITERIA	**Citation 1**	**Citation 2**	**Citation 3**			
6. Activities that elicit critical thinking, such as collaborative group work, writing, speaking, researching, and interviewing	Citation 1	Citation 2	Citation 3			20
M. Provides material and support for explicitly teaching comprehension.	Citation 1	Citation 2	Citation 3			21
N. Incorporates increasingly complex practice into lessons.	Citation 1	Citation 2	Citation 3			22
O. Provides writing and speaking activities for students to make connections across reading selections, contemporary and classical culture, and their personal experiences. Some ***examples*** of this might include: → discussing/responding to open-ended prompts; → tracing cause and effect relationships; → comparing real life situations; → dramatizing, or; → tracing themes.	Citation 1	Citation 2	Citation 3			23
P. Provides instructional support for the development of academic language and the practice of academic language through listening, reading, speaking/discussing, and writing.	Citation 1	Citation 2	Citation 3			24
Q. Extensive and varied opportunities to practice targeted skills.	Citation 1	Citation 2	Citation 3			25
REVIEWER'S SECTION II TOTALS				**NO**	**YES**	**Item Count**

REVIEWER'S GRAND TOTALS			