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Instructional Material Bureau

Summer 2010 Adoption Review Institute

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

8th GRADE Social Studies

Publisher information and instructions:

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

Alignment contact information:

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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Summer 2010 Adoption Review Institute

THIS PAGE FOR REVIEW INSTITUTE STAFF

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

REVIEWER'S PAGE TOTALS ➔ ➔ ➔ ➔ ➔ ➔				NO (0) ↓	Item Count	YES (6, 10) ↓
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). Compare and contrast the settlement patterns of the American Southwest with other regions of the United States.					1	
I-A(2). Analyze New Mexico's role and impact on the outcome of the Civil War (e.g., strategic geographic location, significance of the Battle of Glorieta Pass, trade routes to California, native allegiances).					2	
I-A(3). Explain the role New Mexico played in the United States participation in the Spanish American War.					3	
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). Describe, evaluate, and interpret the economic and political reasons for the American Revolution, to include:						
I-B(1)a. attempts to regulate colonial trade through passage of Tea Act, Stamp Act, and Intolerable Acts					4	
I-B(1)b. colonists' reaction to British policy (e.g., boycotts, the Sons of Liberty, petitions, appeals to Parliament)					5	
I-B(1)c. the ideas expressed in the Declaration of Independence, including the Preamble.					6	
I-B(2). Describe the aspirations, ideals, and events that served as the foundation for the creation of a new national government, to include:						

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SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWER'S PAGE TOTALS → → → → → →				NO (0) ↓	Item Count	YES (6, 10) ↓
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
I-B(2)a. Articles of Confederation, the Constitution, and the success of each in implementing the ideals of the Declaration of Independence					7	
I-B(2)b. major debates of the Constitutional Convention and their resolution (e.g., The Federalist Papers)					8	
I-B(2)c. contributions and roles of major individuals in the writing and ratification of the Constitution (e.g., George Washington, James Madison, Alexander Hamilton, Thomas Jefferson, James Monroe, John Jay)					9	
I-B(2)d. struggles over ratification of the Constitution and the creation of the Bill of Rights.					10	
I-B(3). Describe and explain the actions taken to build one nation from thirteen states, to include:						
I-B(3)a. precedents established by George Washington (e.g., Cabinet, two-term presidency)					11	
I-B(3)b. Alexander Hamilton's financial plan (e.g., the National Bank, payment of debts)					12	
I-B(3)c. creation of political parties (Democratic Republicans and the Federalists).					13	
I-B(4). Describe the successes and failures of the reforms during the Age of Jackson, to include:						
I-B(4)a. extension of franchise to all white men					14	
I-B(4)b. Indian Removal, The Trail of Tears, The Long Walk					15	
I-B(4)c. abolition movement (e.g., Quakers, Harriet Tubman, Underground Railroad).					16	
I-B(5). Describe, explain, and analyze the aims and impact of Western Expansion and the settlement of the United States, to include:						
I-B(5)a. American belief in Manifest Destiny and how it led to					17	

SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWER'S PAGE TOTALS → → → → → →				NO (0) ↓	Item Count	YES (6, 10) ↓
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
the Mexican War and its consequences						
I-B(5)b. compare African American and Native American slavery					18	
I-B(5)c. westward migration of peoples (e.g., Oregon, California, Mormons, and Southwest)					19	
I-B(5)d. origins and early history of the Women's Movement.					20	
I-B(6). Explain how sectionalism led to the Civil War, to include:						
I-B(6)a. different economies that developed in the North, South, and West					21	
I-B(6)b. addition of new states to the Union and the balance of power in the United States Senate (Missouri and 1850 Compromises)					22	
I-B(6)c. extension of slavery into the territories (e.g., Dred Scott Decision, Kansas-Nebraska Act, Frederick Douglass, John Brown)					23	
I-B(6)d. presidential election of 1860, Lincoln's victory, and the South's secession.					24	
I-B(7). Explain the course and consequences of the Civil War and how it divided people in the United States, to include:						
I-B(7)a. contributions and significance of key figures (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, William Tecumseh Sherman, Ulysses S. Grant)					25	
I-B(7)b. major turning points in the Civil War, including Gettysburg					26	
I-B(7)c. unique nature of the Civil War (e.g., impact of Americans fighting Americans, high casualties caused by disease and type of warfare, widespread destruction of American property)					27	
I-B(7)d. role of African Americans					28	

SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWER'S PAGE TOTALS ➔ ➔ ➔ ➔ ➔ ➔				NO (0) ↓	Item Count	YES (6, 10) ↓
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
I-B(7)e. purpose and effect of the Emancipation Proclamation.					29	
I-B(8). Analyze the character and lasting consequences of Reconstruction, to include:						
I-B(8)a. Reconstruction plans					30	
I-B(8)b. impact of Lincoln's assassination and the impeachment of Andrew Johnson					31	
I-B(8)c. attempts to protect the rights and enhance the opportunities for freemen by the 13th, 14th, and 15th Amendments to the United States Constitution					32	
I-B(8)d. post-Civil War segregation policies and their resulting impact on racial issues in the United States					33	
I-C. **WORLD: COMPARE AND CONTRAST MAJOR HISTORICAL ERAS, EVENTS, AND FIGURES FROM ANCIENT CIVILIZATIONS TO THE AGE OF EXPLORATION.**						
I-C(1). Describe and explain the significance of the Line of Demarcation on the colonization of the New World.					34	
I-C(2). Compare and contrast the influence of European countries (e.g., England, France, Holland) on the development of colonies in the New World.					35	
I-C(3). Describe and explain the impact the American Revolution on France and the French Revolution.					36	
I-D. **SKILLS: RESEARCH HISTORICAL EVENTS AND PEOPLE FROM A VARIETY OF PERSPECTIVES.**						
I-D(1). Understand and apply the problem-solving skills for historical research, to include:						
I-D(1)a. use of primary and secondary sources					37	
I-D(1)b. sequencing					38	
I-D(1)c. posing questions to be answered by historical inquiry					39	
I-D(1)d. collecting, interpreting, and applying information					40	

SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWER'S PAGE TOTALS ➔ ➔ ➔ ➔ ➔ ➔				NO (0) ⬇	Item Count	YES (6, 10) ⬇
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
I-D(1)e. gathering and validating materials that present a variety of perspectives.					41	
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). Describe patterns and processes of migration and diffusion.					42	
II-A(2). Provide a historic overview of patterns of population expansion into the West by the many diverse groups of people (e.g., Native Americans, European Americans, and others) to include movement into the Southwest along established settlement, trade, and rail routes.					43	
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 how individual and cultural characteristics affect perceptions of locales and regions.					44	
II-B(2). Describe political, population, and economic regions that result from patterns of human activity, using New Mexico as an example.					45	
II-C. UNDERSTAND HOW HUMAN BEHAVIOR IMPACTS MAN-MADE AND NATURAL ENVIRONMENTS, RECOGNIZES PAST AND PRESENT RESULTS, AND PREDICTS POTENTIAL CHANGES.						
II-C(1). Explain and evaluate how changing perceptions of place and the natural environment have affected human behavior					46	
II-D. EXPLAIN HOW PHYSICAL PROCESSES SHAPE THE EARTH'S SURFACE PATTERNS AND BIOSYSTEMS.						
II-D(1). Explain how human activities and physical processes influence change in ecosystems.					47	

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SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWER'S PAGE TOTALS ➔ ➔ ➔ ➔ ➔ ➔				NO (0) ↓	Item Count	YES (6, 10) ↓
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
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 and describe how movement of people impacted and shaped western settlement of the United States (e.g., growth of towns and cities, affect upon native populations, railroads, livestock).					48	
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). Describe the differing viewpoints that individuals and groups have with respect to the use of resources.					49	
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 the structure and functions of the national government as expressed in the United States Constitution, and explain the powers granted to the three branches of government and those reserved to the people, states, and tribes, to include:						
III-A(1)a. the federal system dividing sovereignty between the states and the federal government, and their supporting bureaucracies					50	
III-A(1)b. the sovereignty of Native American tribes in relation to state and federal governments (and government to government relationships)					51	
III-A(1)c. Bill of Rights, amendments to Constitution					52	
III-A(1)d. the primacy of individual liberty					53	

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SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWER'S PAGE TOTALS ➔ ➔ ➔ ➔ ➔ ➔				NO (0) ↓	Item Count	YES (6, 10) ↓
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
III-A(1)e. Constitution is designed to secure our liberty by both empowering and limiting central government					54	
III-A(1)f. struggles over the creation of the Bill of Rights and its ratification					55	
III-A(1)g. separation of powers through the development of differing branches					56	
III-A(1)h. John Marshall's role in judicial review, including Marbury v. Madison.					57	
III-A(2). Identify and describe a citizen's fundamental constitutional rights, to include:						
III-A(2)a. freedom of religion, expression, assembly, and press					58	
III-A(2)b. right to a fair trial					59	
III-A(2)c. equal protection and due process.					60	
III-A(3). Describe the contributions of Native Americans in providing a model that was utilized in forming the United States government (Iroquois Nation).					61	
III-A(4). Explain and describe how water rights and energy issues cross state and national boundaries.					62	
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 how the development of symbols, songs, traditions, and concepts of leadership reflect American beliefs and principles.					63	
III-B(2). Explain the importance of point of view and its relationship to freedom of speech and press.					64	
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 political philosophies and concepts of government that became the foundation for the American						

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SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
Revolution and the United States government, to include:						
III-C(1)a. ideas of the nature of government and rights of the individuals expressed in the Declaration of Independence with its roots in English philosophers (e.g., John Locke)					65	
III-C(1)b. concept of limited government and the rule of law established in the Magna Carta and the English Bill of Rights					66	
III-C(1)c. social covenant established in the Mayflower Compact					67	
III-C(1)d. characteristics of representative governments					68	
III-C(1)e. anti-Federalist and Federalist arguments towards the new Constitution, including those expressed in The Federalist Papers					69	
III-C(1)f. concepts of federalism, democracy, bicameralism, separation of powers, and checks and balances.					70	
III-C(2). Explain the concept and practice of separation of powers among the Congress, the president, and the Supreme Court.					71	
III-C(3). Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people.					72	
III-D. **EXPLAIN HOW INDIVIDUALS HAVE RIGHTS AND RESPONSIBILITIES AS MEMBERS OF SOCIAL GROUPS, FAMILIES, SCHOOLS, COMMUNITIES, STATES, TRIBES, AND COUNTRIES.**						
III-D(1). Explain basic law-making processes and how the design of the United States Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., elections, political parties, interest groups).					73	
III-D(2). Understand the multiplicity and complexity of human rights issues.					74	

SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWER'S PAGE TOTALS ➔ ➔ ➔ ➔ ➔ ➔				NO (0) ⬇	Item Count	YES (6, 10) ⬇
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
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). Explain and provide examples of economic goals.					75	
IV-A(2). Analyze the full costs and benefits of alternative uses of resources that will lead to productive use of resources today and in the future.					76	
IV-A(3). Explain that tension between individuals, groups, and/or countries is often based upon differential access to resources.					77	
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). Describe the relationships among supply, demand, and price and their roles in the United States market system.					78	
IV-B(2). Identify how fundamental characteristics of the United States' economic system influence economic decision making (e.g., private property, profits, competition) at local, state, tribal, and national levels.					79	
IV-B(3). Explain changing economic activities in the United States and New Mexico and the role of technology in those changes.					80	
IV-B(4). Identify situations in which price and value diverge.					81	
IV-B(5). Describe the use of money over time (e.g., college funds beginning in elementary years, saving accounts, 401Ks).					82	

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SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

REVIEWER'S PAGE TOTALS ➔ ➔ ➔ ➔ ➔ ➔				NO (0) ↓	Item Count	YES (6, 10) ↓
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	**Citation 1 Basic Knowledge**	**Citation 2 Application**	**Citation 3 Analysis**			
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.**						
IV-C(1). Understand why various sections of the early United States developed different patterns of economic activity and explore why and to what extent those differences remain today.					83	
IV-C(2). Understand how various economic forces resulted in the Industrial Revolution in the 19th century.					84	
IV-C(3). Explain how economic interdependence between countries around the world can improve the standard of living.					85	
IV-C(4). Explain the rise of the credit system and how the use of credit involves the use of someone else's money at a certain interest rate, and explore the social impact of credit, pro and con.					86	
IV-C(5). Explain the exchange rate as the price of a nation's currency.					87	
IV-C(6). Describe the role of technology in economic development, historically and in the contemporary world.					88	
IV-C(7). Describe how "cost benefits" are determined by individuals, groups, societies, and nations in capitalist systems.					89	
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 (6, 10) ⬇	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
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

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REVIEWERS' PAGE TOTALS➔➔➔➔➔				NO (0) ⬇	YES (6, 10) ⬇	Item Count
SECTION II: OTHER RELEVANT CRITERIA	**Citation 1**	**Citation 2**	**Citation 3**			
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)*:						
1. Clear, explicit instructions to students	Citation 1	Citation 2	Citation 3			11
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

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REVIEWERS' PAGE TOTALS➔➔➔➔➔				NO (0) ⬇	YES (6, 10) ⬇	Item Count
SECTION II: OTHER RELEVANT CRITERIA	**Citation 1**	**Citation 2**	**Citation 3**			
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
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

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SECTION II: OTHER RELEVANT CRITERIA	**Citation 1**	**Citation 2**	**Citation 3**			
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						