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Instructional Material Bureau

Summer 2010 Adoption Review Institute

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

6th 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

Instructional Material Bureau

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

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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 the relationships among ancient civilizations of the world (e.g., scientific discoveries, architecture, politics, cultures, and religious systems) and their connection to the early development of New Mexico.					1	
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 and describe the origins, obstacles, and impact of the Age of Exploration, to include:						
I-B(1)a. improvements in technology (e.g., the clock, sextant, work of Prince Henry the Navigator)					2	
I-B(1)b. voyages of Columbus to the New World and the later searches for the Northwest passage					3	
I-B(1)c. introduction of disease and the resulting population decline, especially among indigenous peoples					4	
I-B(1)d. exchanges of technology, ideas, agricultural products and practices.					5	
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 compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations, to include:						
I-C(1)a. significance of river valleys					6	
I-C(1)b. early irrigation and its impact on agriculture					7	
I-C(1)c. forms of government (e.g., the theocracies in Egypt, dynasties in China)					8	

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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-C(1)d. effect on world economies and trade					9	
I-C(1)e. key historical figures					10	
I-C(1)f. religious traditions, cultural, and scientific contributions (e.g., writing systems, calendars, building of monuments such as the pyramids).					11	
I-C(2). Describe and analyze the geographic, political, economic, religious, and social structures of early civilizations of India, to include:						
I-C(2)a. location and description of the river systems and other topographical features that supported the rise of this civilization					12	
I-C(2)b. significance of the Aryan invasions					13	
I-C(2)c. structure and function of the caste system					14	
I-C(2)d. important aesthetic and intellectual traditions (e.g., Sanskrit literature, medicine, metallurgy, mathematics including Hindu-Arabic numerals and the number zero).					15	
I-C(3). Describe and analyze the geographic, political, economic, religious, and social structures of the early civilizations in China, to include:						
I-C(3)a. location and description of the origins of Chinese civilization in the Huang-He Valley, Shang dynasty					16	
I-C(3)b. geographical features of China that made governance and movement of ideas and goods difficult and served to isolate the country					17	
I-C(3)c. life of Confucius and the fundamental teachings of Confucianism and Taoism					18	
I-C(3)d. rule by dynasties (e.g., Shang, Qin, Han, Tang, and Ming)					19	

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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-C(3)e. historical influence of China on other parts of the world (e.g., tea, paper, wood block printing, compass, gunpowder).					20	
I-C(4). Describe major religions of the world to include Hinduism, Buddhism, Judaism, Christianity and Islam (e.g., founding leaders, traditions, customs, beliefs).					21	
I-C(5). Compare and contrast the geographic, political, economic, and social characteristics of the Ancient Greek, Ancient Roman, Ottoman, Indian, Arabic, African, and Middle Eastern civilizations and their enduring impacts on later civilizations, to include:						
I-C(5)a. influence of Mediterranean geography on the development and expansion of the civilizations					22	
I-C(5)b. development of concepts of government and citizenship (e.g., democracy, republics, codification of laws, Code of Hammurabi)					23	
I-C(5)c. scientific and cultural advancements (e.g., networks of roads, aqueducts, art, architecture, literature, theater, philosophy)					24	
I-C(5)d. contributions and roles of key figures, (e.g., Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, Augustus).					25	
I-C(6). Compare and contrast the political and economic events and the social and geographic characteristics of Medieval European life and its enduring impacts on later civilizations, to include:						
I-C(6)a. creation and expansion of the Byzantine empire					26	
I-C(6)b. reasons for the fall of the Roman Empire					27	
I-C(6)c. new forms of government, feudalism, and the beginning of limited government with the Magna Carta					28	

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-C(6)d. role of the Roman Catholic Church and its monasteries; causes, course, and effects of the Crusades					29	
I-C(6)e. impact of the Black Plague					30	
I-C(6)f. contributions and roles of key figures (e.g., Charlemagne, Joan of Arc, Marco Polo).					31	
I-D. **Skills: Research historical events and people from a variety of perspectives.**						
I-D(1). 1. Organize information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions.					32	
I-D(2). 2. Identify different points of view about an issue or topic.					33	
I-D(3). 3. Use a decision-making process to identify a situation that requires a solution; gather information, identify options, predict consequences, and take action to implement that solution.					34	
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). Identify the location of places using latitude and longitude.					35	
II-A(2). Draw complex and accurate maps from memory and interpret them to answer questions about the location of physical features.					36	
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.**						

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**			
II-B(1). Explain how places change due to human activity.					37	
II-B(2). Explain how places and regions serve as cultural symbols and explore the influences and effects of regional symbols.					38	
II-B(3). Identify a region by its formal, functional, or perceived characteristics.					39	
II-C. **Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes.**						
II-C(1). Compare and contrast the influences of man-made and natural environments upon ancient civilizations.					40	
II-D. **Explain how physical processes shape the Earth's surface patterns and biosystems.**						
II-D(1). Describe how physical processes shape the environmental patterns of air, land, water, plants and animals.					41	
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 human migration impacted places, societies, and civilizations.					42	
II-E(2). Describe, locate, and compare different settlement patterns throughout the world.					43	
II-E(3). Explain how cultures create a cultural landscape, locally and throughout the world, and how these landscapes change over time.					44	
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 how human modifications to physical environments and use of resources in one place often lead to changes in other places.					45	

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

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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**			
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). Describe the concept of democracy as developed by the Greeks, and compare the evolution of democracies throughout the world.					46	
III-A(2). Describe the concept of republic as developed by the Romans and compare to other republican governments.					47	
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). Describe the significance of leadership in democratic societies and provide examples of local, national, and international leadership, to include:						
III-B(1)a. qualities of leadership					48	
III-B(1)b. names and contributions New Mexico leaders					49	
III-B(1)c. names and contributions of national leaders.					50	
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). Explain how Greek and Roman societies expanded and advanced the role of citizen.					51	
III-C(2). Identify historical origins of democratic forms of government (e.g., early civilizations, Native American governments).					52	
III-D. **Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries.**						
III-D(1). Understand that the nature of citizenship varies among societies.					53	
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**						

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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**			
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 predict how people respond to economic and intrinsic incentives.					54	
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 characteristics of traditional, command, market, and mixed economic systems.					55	
IV-B(2). Explain how different economic systems affect the allocation of resources.					56	
IV-B(3). Understand the role that "factors of production" play in a society's economy (e.g., natural resources, labor, capital, entrepreneurs).					57	
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). Compare and contrast the trade patterns of early civilizations.					58	
IV-C(2). Analyze the impact of the Neolithic agricultural revolution on mankind and the impact of technological changes in the Bronze Age and the Iron Age.					59	

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
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

REVIEWERS' PAGE TOTALS➔➔➔➔➔				NO (0) ⬇	YES (5) ⬇	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 (5) ⬇	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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REVIEWERS' PAGE TOTALS➔➔➔➔➔				NO (0) ⬇	YES (5) ⬇	Item Count
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						