



# FORM F.17 Citation Alignment and Scoring Rubric – Social Studies World History plus Geography (Secondary)

2016 Adoption Institute Grade K-12 Social Studies

Publisher / Imprint:	Pearson Education, Inc., publishing as Prentice Hall	Grade(s)	<input type="checkbox"/> 9-10	<input type="checkbox"/> 11-12	<input checked="" type="checkbox"/> 9-12
Title of Student Edition:	Pearson World History, The Modern Era, Student Edition with Digital Courseware	ISBN:	9780133335408		
Title of Teacher Edition:	Pearson World History, The Modern Era, Teacher's Edition	ISBN:	9780133332636		
Title of SE Workbook:		ISBN:			

Reviewer Name: _____	Reviewer Number: _____	Date: _____	Facilitator: _____
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**TOTAL SCORE – to be completed after all criteria are scored**

SECTION	REVIEWER TOTAL	FACILITATOR VERIFICATION	FACILITATOR NOTES:
Section 1			Facilitator Signature: _____
Section 2.A			
Section 2.B			
Section 2.C			
Section 2.D			
Section 2.E			
Section 2.F			
<b>TOTAL</b>			

**FACILITATOR USE ONLY**

FINAL SCORE VERIFICATION (TO BE COMPLETED BY THE FACILITATOR)		
<input type="checkbox"/>	Verified: 90% or Higher	Facilitator Signature: _____
<input type="checkbox"/>	Verified: 89% or Lower	Facilitator Signature: _____



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**Publisher:**

- Section 1 criteria are scored as to whether the evidence demonstrates application of Bloom’s Taxonomy at the higher levels.
- For Section 1 you may enter two citations per citation level per criteria.
- Citations for Section 1 will refer to the Student Edition, Teacher Edition, or Student Workbook

**Reviewer: Use the Student Edition, Teacher Edition, or Student Workbook to conduct this portion of the review.**

- Ten (10) points: The citation demonstrates Bloom’s Level 3.
- Six (6) points: The citation demonstrates Bloom’s Level 2.
- Zero (0) points: The citation does not meet either Level 2 or Level 3.
- For **highlighted rows only** – Five (5) points if the citation meets the standard and Zero (0) points if the citation does not meet.

		<b>SECTION I: NEW MEXICO CONTENT STANDARDS, BENCHMARKS AND PERFORMANCE STANDARDS. SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
	<b>I.</b>	<b>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.</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
	<b>I-C</b>	<b>World: 9-12 Benchmark 1-C: analyze and interpret the major eras and important turning points in world history from the age of Enlightenment to the present, to develop an understanding of the complexity of the human experience:</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>

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	<b>I-C(1)</b>	<b>I-C(1). Describe and explain how the renaissance and reformation influenced education, art, religion and government in Europe, to include:</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
<b>1.</b>		I-C(1) <b>a.</b> development of renaissance artistic and literary traditions (e.g., Michelangelo, Leonardo da Vinci, Shakespeare);	SE: 79, Identify SE: 84 Compare	SE: 80, Assessment #3: Analyze Information SE: 103 Topic Assessment #6 Analyze Examples	
<b>2.</b>		I-C(1) <b>b.</b> development of Protestantism (e.g., Martin Luther, John Calvin);	SE: 89, Draw Conclusions SE: 90, Catholicism, Lutheranism, and Calvinism: Analyze Charts	SE: 97 Assessment #5: Synthesize SE: 103 Assessment #10: Explain the Philosophies and Identify Characteristics	
<b>3.</b>		I-C(1) <b>c.</b> religious conflict and persecutions (e.g., Spanish inquisition);	SE: 97, Synthesize SE: 97 Assessment #4: Distinguish	SE: 104 Assessment #15: Identify the Contributions TE: 28 Further Instruction: Religious Persecution	



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<b>4.</b>	<b>I-C(2)</b>	I-C(2) Analyze and evaluate the actions of competing European nations for colonies around the world and the impact on indigenous populations;	SE: 111 The Treaty of Tordesillas: Analyze Charts SE: 129 Assessment #1: Identify Patterns	SE: 140 Assessment #5 Summarize SE: 146 Assessment #4: Describe Major Effects and Explain the Impact	
	<b>I-C(3)</b>	<b>I-C(3) Explain and analyze revolutions (e.g., democratic, scientific, technological, social) as they evolved throughout the enlightenment and their enduring effects on political, economic and cultural institutions, to include:</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
<b>5.</b>		I-C(3) <b>a.</b> Copernican view of the universe and Newton's natural laws;	SE: 102 Assessment #1: Recognize Ideologies TE: 34 Test Conclusions	SE: 104 Assessment #14: Describe Major Causes and Effects TE: 32 Analyze Interactions	
<b>6.</b>		I-C(3) <b>b.</b> tension and cooperation between religion and new scientific discoveries;	SE: 99, Analyze Information TE: 32 Discuss	TE: 32 Infer SE: 104 Topic Assessment #15: Identify the Contributions	
<b>7.</b>		I-C(3) <b>c.</b> impact of Galileo's ideas and the introduction of the scientific method as a means of understanding the universe;	SE: 100 The Scientific Method: Analyze Information SE: 102 Assessment #5: Infer	SE: 104 Assessment #13: Describe the Major Effects and Explain Its Impact TE: 33 Compare	



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<b>8.</b>		I-C(3) <b>d.</b> events and ideas that led to parliamentary government (English civil war, glorious revolution);	TE: 100, Identify Cause and Effect SE: 171, Identify Cause and Effect	SE: 214 Assessment #3: Explain Development SE: 174 Influence of the Glorious Revolution: Analyze Charts	
<b>9.</b>		I-C(3) <b>e.</b> enlightenment philosophies used to support events leading to American and French revolutions;	SE: 178 Montesquieu: Separation of Powers: Analyze Charts SE: 189 Assessment #5: Describe	SE: 214 Assessment #7: Identify the Influence and Explain the Development SE: 216 Topic Assessment #15: Identify Influences	
<b>10.</b>		I-C(3) <b>f.</b> Napoleonic era (e.g., codification of law); Latin America's wars of independence;	TE: 131 Discuss (left column) SE: 207 Describe	TE: 132 Identify Cause and Effect SE: 215 Assessment #12: Explain the Impact	
	<b>I-C(4)</b>	I-C(4). Analyze the pattern of historical change as evidenced by the industrial revolution, to include:	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
<b>11.</b>		I-C(4) <b>a.</b> conditions that promoted industrialization;	SE: 224 Check Understanding SE: 227 Assessment #2: Identify Cause and Effect	SE: 254 #5 Explain Scientific Advancements TE: 145 Identify Cause and Effect	



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<b>12</b>		I-C(4) <b>b.</b> how scientific and technological innovations brought about change;	SE: 226 Draw Conclusions SE: 243 Assessment #1: Identify Main Ideas	SE: 254 Assessment #6: Explain Political and Economic Changes SE: 255 Assessment #11: Explain the Role	
<b>13.</b>		I-C(4) <b>c.</b> impact of population changes (e.g., population growth, rural-to-urban migrations, growth of industrial cities, emigration out of Europe);	SE: 229 Identify Support Details SE: 243 Assessment #3: Identify Central Issues	SE: 241 Population Growth of Major Cities: Analyze Graphs SE: 242 Draw Conclusions	
<b>14.</b>		I-C(4) <b>d.</b> evolution of work/business and the role of labor (e.g., the demise of slavery, division of labor, union movement, impact of immigration);	SE: 229 Social Class Changes in England: Analyze Charts SE: 243 Draw Conclusions	SE: 254 Assessment #6: Explain Political and Economic Changes TE: 151 Make Generalizations	
<b>15.</b>		I-C(4) <b>e.</b> political and economic theories of capitalism and socialism (e.g., Adam Smith, Karl Marx);	SE: 233 Identify Cause and Effect SE: 235 Identify	SE: 254 Assessment #2: Identify the Historical Origins and Characteristics SE: 256, Assessment # 16: Identify the Contributions and Influence	



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<b>16.</b>		I-C(4) f. status and roles of women and minorities;	SE: 231 Draw Conclusions SE: 236 Assessment #2: Describe	TE: 162 Reading; all levels SE: 256 Assessment #17: Describe the Changing Roles	
	<b>I-C(5)</b>	<b>I-C(5). Analyze and evaluate the impact of 19th century imperialism from varied perspectives, to include</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
<b>17.</b>		I-C(5) a. clash of cultures;	SE: 321 Assessment #5: Predict Consequences; SE: 328 Assessment #5: Summarize	SE: 364 Assessment #7: Explain Characteristics of European Imperialism SE: 364 Assessment #9: Explain Impact	
<b>18.</b>		I-C(5) b. British empire expands around the world;	SE 325 Africa in 1914: Analyze Maps SE: 337 Some Effects of the British Raj: Support a Point of View with Evidence	SE: 364 Assessment #4: Describe the Major Effects of European Imperialism SE: 332, Generate Explanations	
<b>19.</b>		I-C(5) c. nationalism (e.g., competition and conflict between European nations for raw materials and markets, acquisition of colonies in Africa and Asia, impact on indigenous populations);	TE: 231 Further Instruction: Infer SE: 321 Assessment #2: Cite Evidence	SE: 364 Assessment #3: Identify Causes of European Imperialism SE: Assessment 365 #11 Identify Politically Motivated Mass Murders	



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<b>20.</b>	<b>I-C(6)</b>	I-C(6). Describe and analyze the geographic, political, economic, religious and social structures of the civilizations of east Asia;	SE: 343 Assessment #1: Sequence Events SE: 349 Assessment #1: Cite Evidence	SE: 364 Assessment #2: Identify the Influence of Ideas TE: 226-227 Topic Inquiry: What was the impact of Imperialism on India?	
	<b>I-C(7).</b>	<b>I-C(7). Analyze and evaluate the causes, events and effects of World War I, to include:</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
<b>21.</b>		I-C(7) <b>a.</b> rise of nationalism (e.g., unification of Germany, Otto Von Bismarck's leadership);	SE: 276 Explain SE: 373 Assessment #2 Identify Cause and Effect	SE: 395 Assessment #1 Identify Major Causes TE: 286 Further Instruction Connect	
<b>22.</b>		I-C(7) <b>b.</b> rise of ethnic and ideological conflicts (e.g., the Balkans, Austria-Hungary, decline of the Ottoman empire);	SE: 333 Assessment #2: Identify Cause and Effect; SE: 371 Integrate Information	SE: 395 Assessment #4: Identify Importance TE: 286 Analyze Points of View	
<b>23.</b>		I-C(7) <b>c.</b> major turning points and the importance of geographic, military and political factors in decisions and outcomes;	SE: 376 Identify Cause and Effect SE: 379 Assessment #3: Draw Conclusions	SE: 395 Assessment #7: Explain Impact TE: 292 Differentiate	
<b>24.</b>		I-C(7) <b>d.</b> human costs of the mechanization of war (e.g., machine-gun, airplane, poison gas, submarine, trench warfare, tanks);	SE: 379 Assessment #2: Identify Cause and Effect SE: 383 Cite Evidence	SE: 395 Assessment #8: Identify Major Characteristics and Effects TE: 291 Compare and Contrast	





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<b>25.</b>		I-C(7) <b>e.</b> effects of loss of human potential through devastation of populations and their successive generations;	SE: 385 Generate Explanations SE: 388 Assessment #3: Make Generalizations	SE: 395 Assessment #3: Identify Major Effects TE: 298 Analyze Data	
<b>26.</b>		I-C(7) <b>f.</b> effects of the Russian revolution and the implementation of communist rule;	SE: 391 Explain SE: 394 Assessment #3: Compare and Contrast	SE: 396 Assessment #14: Identify Characteristics TE: 306 Synthesize	
	<b>I-C(8)</b>	<b>I-C(8). Analyze and evaluate the causes, events and impacts of World War II from various perspectives, to include:</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
<b>27.</b>		I-C(8) <b>a.</b> failures and successes of the treaty of Versailles and the league of nations; rise of totalitarianism (e.g., Nazi Germany's policies of European domination, holocaust);	SE: 388 Assessment #5: Predict Consequences SE: 452 Identify Central Issues	SE: 396 Assessment #10: Explain Significance SE: 453 Assessment #1: Explain the Impact	
<b>28.</b>		I-C(8) <b>b.</b> political, diplomatic and military leadership (e.g., Winston Churchill, Joseph Stalin, Franklin Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Francisco Franco);	SE: 465 Analyze Political Cartoons SE: 470 Identify Supporting Details	SE: 491 Assessment #6: Explain Roles of World Leaders TE: 384 Discuss	



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<b>29.</b>		I-C(8) <b>c.</b> principal theaters of battle, major turning points and geographic factors in military decisions and outcomes (e.g., Pearl Harbor, “island-hopping,” D-Day invasion, Stalingrad, atomic bombs dropped on Japan);	SE: 465 Assessment # 5: Identify Central Issues SE: 485 World War II in the Pacific: Analyze Maps	SE: 491 Assessment #7: Explain Major Events of World War II SE: 492 Assessment #11: Identify Causes of Turning Points in World War II	
	<b>I-C(9)</b>	<b>I-C(9). Analyze and evaluate international developments following World War II, the cold war and post-cold war, to include:</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
<b>30.</b>		I-C(9) <b>a.</b> war crime trials;	SE: 488 Analyze Information SE: 740 Nuremberg	SE:488 Analyze Information SE: 490 Assessment #5: Summarize	
<b>31.</b>		I-C(9) <b>b.</b> creation of the state of Israel and resulting conflicts in the middle east;	SE: 553 Infer TE: 389 Identify Cause and Effect	SE:558 Assessment #2: Express Problems Clearly SE: 568 Assessment #13: Summarize and Locate Places	
<b>32.</b>		I-C(9) <b>c.</b> rebuilding of western Europe (e.g., Marshall Plan, NATO);	SE: 498 Identify Main Ideas TE: 400 Synthesize	SE: 499 NATO and Warsaw Pact: Analyze Maps SE: 529 Assessment #3: Describe Effects	



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33.		I-C(9) <b>d.</b> Soviet control of eastern Europe (e.g., Warsaw pact, Hungarian revolt);	SE: 499 NATO and Warsaw Pact: Analyze Maps SE: 504 Assessment # 4: Cite Evidence	SE: 509 East and West Germany in 1968: Analyze Charts TE: 410 Analyze Information	
34.		I-C(9) <b>e.</b> creation and role of the united nations;	SE: 489 United Nations Structure: Analyze Charts TE: 424 Cite Evidence	SE: 492 Assessment #15: Explain the Significance of the United Nations TE: 400 Analyze Information	
35.		I-C(9) <b>f.</b> Mao Zedong and the Chinese revolution (e.g., long march, Taiwan, cultural revolution);	SE: 514 Compare SE: 517 Assessment #4: Summarize	SE: 529 Assessment #5: Summarize Role and Differences SE: 529 Assessment #6: Identify Examples	
36.		I-C(9) <b>g.</b> national security in the changing world order;	SE: 504 Assessment #1: Identify Central Ideas TE: 413, Analyze Information	SE: 529 Assessment #4: Summarize Outcome and Identify Major Events SE: 508 U.S. Military Spending, 1960-1980: Analyze Charts	
37.		II-C(9) <b>h.</b> technology's role in ending the cold war;	SE: 500 Nuclear Arms Race: Analyze Charts SE: 504 Assessment 3: Infer	SE: 530 Assessment #14: Explain Effects TE: 411 Cold War Technologies: Further Instruction (left Column)	



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<b>38.</b>		I-C(9) <b>i.</b> fluidity of political alliances	SE: 498 Identify Main Ideas SE: 530 Assessment #13: Describe Major Effects, Summarize Outcome, and Identify Characteristics	SE: 529 Assessment #3: Describe Effects SE: 530 #16 Summarize Outcome	
<b>39.</b>		I-C(9) <b>j.</b> new threats to peace;	SE: 500 Nuclear Arms Race: Analyze Charts SE: 504 Assessment #2: Make Generalizations	SE: 530 Assessment #14: Explain Effects TE: 411 Differentiate:	
<b>40.</b>		I-C(9) <b>k.</b> reasons for the collapse of the Soviet Union and the end of the cold war;	SE: 524 Identify Supporting Details SE: 528 Assessment #1: Draw Conclusions	SE: 530 Assessment #9: Explain Roles TE: 435 Analyze Information	
<b>41.</b>		I-C(9) <b>l.</b> use of technology in the information age;	TE: 525 Make Predictions TE: 527 Identify Cause and Effect	SE: 624 Summarize SE: 625 Social Networking: Analyze Graphs	
	<b>I-C(10).</b>	<b>I-C(10). Evaluate the ideologies and outcomes of independence movements in the emerging third world to include:</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
<b>42.</b>		I-C(10) <b>a.</b> French Indochina and the Vietnam war (e.g., the role of Ho Chi Minh);	SE: 519 Identify Central Ideas SE: 522 Assessment #3: Compare Points of View	SE: 529 Assessment #8: Identify Events TE: 427 Further Instruction	

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43.		I-C(10) <b>b.</b> Mohandas Gandhi's non-violence movement for India's independence;	SE: 415 Identify Central Ideas SE: 416 Assessment #4: Analyze Information	SE: 456 Assessment #18: Identify Examples TE: 329 Interactive Gallery: Influences of Gandhi	
44.		I-C(10) <b>c.</b> apartheid in South Africa and evolution from white minority government (e.g., Nelson Mandela, Desmond Tutu);	SE: 578 Summarize SE: 582 Assessment #2: Describe	SE: 629 Assessment #20: Identify Examples TE: 483 Draw Conclusions	
45.		I-C(10) <b>d.</b> middle east conflicts (Israel, Palestine, Egypt);	SE: 558 Assessment #2: Express Problems Clearly SE: 565 Assessment #1: Identify Central Issues	SE: 568 Assessment #14: Explain TE: 466 Differentiate	
	I-C(11).	<b>I-C(11) Analyze historical and modern-day policies of the western hemisphere, with emphasis on Mexico and Canada, to include</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
46.		I-C(11) <b>a.</b> expansion of democracy in western hemisphere;	SE: 591 Identify Cause and Effect SE: 593 Draw Conclusions	SE: 594 Assessment #2: Identify Cause and Effect TE: 496 Identify Cause and Effect	
47.		I-C(11) <b>b.</b> immigration and migration issues;	SE: 615 Assessment #1: Infer SE: 615 Assessment #2: Identify Patterns	TE: 512 Analyze Charts TE: 513 Differentiate	

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<b>48.</b>		I-C(11) <b>c.</b> changes in foreign policy brings spiraling impact on each nation and international relations, trade;	SE: 604 Key Events of the Global Economic Downturn: Analyze Charts SE: 621 Assessment # 4: Generate Explanations	SE: 628 Assessment #14: Explain and Summarize SE: 629 Assessment #19: Explain	
	<b>I-C(12)</b>	<b>I-C(12) Explain how world history presents a framework of knowledge and skills within which to understand the complexity of the human experience, to include:</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
<b>49.</b>		I-C(12) <b>a.</b> analyze perspectives that have shaped the structures of historical knowledge;	SE: 217 Assessment #23: Create Visual Presentations TE: 4-5 Topic Inquiry: Create a Hall of Fame Website	SE: 215 Assessment #9: Explain Political Philosophies of Individuals TE: 440-441 Topic Inquiry: How Should Nations Respond to Genocide?	
<b>50.</b>		I-C(12) <b>b.</b> describe ways historians study the past;	SE: 678-679 Compare and Contrast TE: 280-281 Topic Inquiry: Create a Video Docudrama on the Impact of War	SE: 216 Assessment #14: Construct a Thesis SE: 685-686 Analyze Data and Models	



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51.		I-C(12) c. explain connections made between the past and the present and their impact	SE: 629 Assessment #18: Describe Changing Roles TE: 372-373 Topic Inquiry: Create a Tribute to World War II Participants	SE: 530 Assessment #13: Describe Major Effects, Summarize Outcome, and Identify Characteristics SE: 567 Assessment #8: Identify Effects	
		<b>II. Geography</b> 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. Students will:			
	II-A	<b>9-12 Benchmark 2-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:</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
52.		II-A(1) Evaluate and select appropriate geographic representations to analyze and explain natural and man-made issues and problems;	SE: 691-692 Read Special-Purpose Maps SE: 693-694 Use Parts of a Map	SE: 214 Assessment #1: Locate Regions SE: 216 Assessment #13: Locate Places of Historical Significance	
53.		II-A(2) Understand the vocabulary and concepts of spatial interaction, including an analysis of population distributions and settlement patterns.	SE: 139 The Atlantic Slave Trade: Analyze Charts SE: 241 Population Growth of Major Cities During the Industrial Revolution: Analyze Graphs	SE: 146 Assessment #1 Identify Major Cause and Effects and Locate Places and Regions SE: 256 Assessment #14: Describe Major Effects	



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	<b>II-B.</b>	<b>9-12 Benchmark 2-B: Analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships and patterns of change:</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
<b>54.</b>		II-B(1) Analyze the interrelationships among natural and human processes that shape the geographic connections and characteristics of regions, including connections among economic development, urbanization, population growth and environmental change	SE: 147 Assessment #15: Explain Development and Impact SE: 254 Assessment #9: Identify Important Changes	SE: 567 Assessment #8: Identify Effects SE: 628 Assessment #16: Summarize Impact and Use a Problem-Solving Process	
<b>55.</b>		II-B(2) Analyze how the character and meaning of a place is related to its economic, social and cultural characteristics, and why diverse groups in society view places and regions differently;	SE: 146 Assessment #1: Identify Major Causes and Effects and Locate Places and Regions SE: 216 Assessment #13: Locate Places of Historical Significance	SE: 364 Assessment #4: Describe the Major Effects of European Imperialism SE: 396 Assessment #9: Identify Importance and Locate Places and Regions	
<b>56.</b>		II-B(3) Analyze and evaluate changes in regions and recognize the patterns and causes of those changes (e.g., mining, tourism);	SE: 364 Assessment #5: Identify Influences on European Imperialism TE: 38-39 Topic Inquiry: What was the Impact of the Columbian Exchange?	SE: 146 Assessment #6: Explain the Impact and Describe the Effects SE: 256 Assessment #15: Identify Important	





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		<b>SECTION I: NEW MEXICO CONTENT STANDARDS, BENCHMARKS AND PERFORMANCE STANDARDS. SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
				Changes in Human Life	
57.		II-B(4) Analyze and evaluate why places and regions are important to human identity (e.g., sacred tribal grounds, culturally unified neighborhoods).	SE: 96 Analyze Maps SE: 364 Assessment #7: Explain Characteristics of European Imperialism	SE: 302 Assessment #1: Describe SE: 311 Assessment #4: Identify the Influence of Ideas	
	<b>II-C</b>	<b>9-12 Benchmark 2-C: analyze the impact of people, places and natural environments upon the past and present in terms of our ability to plan for the future:</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
58.	<b>II-C(1)</b>	II-C(1) Analyze the fundamental role that geography has played in human history (e.g., the Russian winter on the defeat of Napoleon’s army and the same effect in World War II);	SE: 211 Analyze Information SE: 396 Assessment #9: Identify Importance and Locate Places and Regions	SE: 146 Assessment #9: Analyze the Influence SE: 365 Assessment #10: Analyze Influence of Human and Geographic Factors on Major Events	
59.	<b>II-C(2)</b>	II-C(2) Compare and contrast how different viewpoints influence policy regarding the use and management of natural resources;	SE: 615 Assessment #5: Compare and Contrast TE: 138-139 Topic Inquiry: Who Should Control Economic Decisions?	SE: 627 Assessment #8: Describe Major Influences SE: 626 Analyze Political Cartoons	



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		<b>SECTION I: NEW MEXICO CONTENT STANDARDS, BENCHMARKS AND PERFORMANCE STANDARDS. SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
60.	<b>II-C(3)</b>	II-C(3) Analyze the role that spatial relationships have played in effecting historic events; and	SE: 147 Assessment #15: Explain Development and Impact SE: 690-691 Read Political Maps	SE: 214 Assessment #1: Locate Regions SE: 312 Assessment #13: Identify the Influence	
61.	<b>II-C(4)</b>	II-C(4) Analyze the use of and effectiveness of technology in the study of geography;	TE: 524 Interactive Timeline TE: 525 Make Predictions (column 1)	SE: 530 Assessment #14: Explain Effects SE: 627 Assessment #4: Explain the Role	
	<b>II-D</b>	<b>9-12 Benchmark 2-D: analyze how physical processes shape the earth's surface patterns and Bio-systems.</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
62.	<b>II-D(1)</b>	II-D(1) Analyze how the earth's physical processes are dynamic and interactive	TE: 510 Development and the Environment: Learning Strategies TE: 514 Identify Cause and Effect	TE: 514 Drawing Conclusions TE: 514 Interactive Map: Global Environmental Challenges	
63.	<b>II-D(2)</b>	II-D(2) Analyze the importance of ecosystems in understanding environments;	SE: 580 Generate Explanations	SE: 615 Assessment #5 Compare and Contrast	
64.	<b>II-D(3)</b>	II-D(3) Explain and analyze how water is a scarce resource in New Mexico, both in quantity and quality;	Not addressed	Not addressed	
65.	<b>II-D(4)</b>	II-D(4) Explain the dynamics of the four basic components of the earth's physical systems (atmosphere, biosphere, lithosphere and hydrosphere)	TE: 514 Quick Instruction TE: 514 Drawing Conclusions	TE: 514 Identify Cause and Effect TE: 514 Active Classroom	



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		<b>SECTION I: NEW MEXICO CONTENT STANDARDS, BENCHMARKS AND PERFORMANCE STANDARDS. SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
	<b>II-E</b>	<b>Benchmark 2-E: analyze and evaluate how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict:</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
<b>66.</b>	<b>II-E(1)</b>	II-E(1) Analyze the factors influencing economic activities (e.g., mining, ranching, agriculture, tribal gaming, tourism, high tech) that have resulted in New Mexico’s population growth.	Not addressed	Not addressed	
<b>67.</b>	<b>II-E(2)</b>	II-E(2) Analyze the effects of geographic factors on major events in United States and world history;	SE: 146 Assessment #9: Analyze the Influence SE: 627 Assessment #1: Describe Changing Roles and Compare Geographic Distributions and Patterns	SE: 216 Assessment #13: Locate Places of Historical Significance SE: 365 Assessment #10: Analyze Influence of Human and Geographic Factors on Major Events	
<b>68.</b>	<b>II-E(3)</b>	II-E(3) Analyze the interrelationships among settlement, migration, population-distribution patterns, land forms and climates in developing and developed countries;	SE: 146 Assessment #6: Explain the Impact and Describe the Effects SE: 146 Assessment #13: Identify, Describe, and Analyze Major Causes and Effects	SE: 256 Assessment #15: Identify Important Changes in Human Life SE: 627 Assessment #8: Describe Major Influences	
<b>69.</b>	<b>II-E(4)</b>	II-E(4) How cooperation and conflict are involved in shaping the distribution of political, social and economic factors in New Mexico, United States and throughout the world (e.g., land grants, border issues, United States territories, Israel and the middle east, the former Soviet Union, and Sub-Saharan Africa);	SE: 364 Assessment #3: Identify Causes of European Imperialism SE: 530 Assessment #16: Summarize Outcome	SE: 567 Assessment #8: Identify Effects SE: 568 Assessment #16: Summarize the Reasons	

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		<b>SECTION I: NEW MEXICO CONTENT STANDARDS, BENCHMARKS AND PERFORMANCE STANDARDS. SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
70.	<b>II-E(5)</b>	II-E(5) Analyze how cultures shape characteristics of a region;	SE: 364 Assessment #7: Explain Characteristics of European Imperialism SE: 567 Assessment #8: Identify Effects	SE: 216 Assessment #13: Locate Places of Historical Significance SE: 453 Assessment #2: Describe the Spread	
71.	<b>II-E(6)</b>	II-E(6) Analyze how differing points of view and self-interest play a role in conflict over territory and resources (e.g., impact of culture, politics, strategic locations, resources); and Analyze how differing points of view and self-interest play a role in conflict over territory and resources (e.g., impact of culture, politics, strategic locations, resources);	SE: 145 Assessment #1: Analyze Information SE: 146 Assessment #3: Identify and Analyze Major Causes and Explain the Impact	SE: 364 Assessment #4: Describe the Major Effects of European Imperialism SE: 456 Assessment #19: Describe Major Causes and Effects	
72.	<b>II-E(7)</b>	II-E(7) Evaluate the effects of technology on the developments, changes to, and interactions of cultures;	SE: 256 Assessment #14: Describe Major Effects SE: 254 Assessment #5: Explain Scientific Advancements	SE: 254 Assessment #9: Identify Important Changes SE: 627 Assessment #4: Explain the Role	



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		SECTION I: NEW MEXICO CONTENT STANDARDS, BENCHMARKS AND PERFORMANCE STANDARDS. SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
	<b>II-F</b>	<b>9-12 Benchmark 2-F: analyze and evaluate the effects of human and natural interactions in terms of changes in the meaning, use, distribution and importance of resources in order to predict our global capacity to support human activity.</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
<b>73.</b>	<b>II-F(1)</b>	II-F(1) Compare the ways man-made and natural processes modify the environment and how these modifications impact resource allocations;	SE: 256 Assessment #15: Identify Important Changes in Human Life SE: 615 Assessment #5: Compare and Contrast	SE: 254 Assessment #3: Identify Major Causes SE: 627 Assessment #8: Describe Major Influences	
<b>74.</b>	<b>II-F(2)</b>	II-F(2) Analyze how environmental changes bring about and impact resources;	SE: 145 Assessment #1: Analyze Information TE: 514 Identify Cause and Effect	SE: 146 Assessment #6: Explain the Impact and Describe the Effects TE: 514 Interactive Map: Global Environmental Challenges	

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		<b>SECTION I: NEW MEXICO CONTENT STANDARDS, BENCHMARKS AND PERFORMANCE STANDARDS. SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
75.	<b>II-F(3)</b>	II-F(3) Analyze the geographic factors that influence the major world patterns of economic activity, economic connections among different regions, changing alignments in world trade partners and the potential redistribution of resources based on changing patterns and alignments.	SE: 146 Assessment #7: Describe Major Effects SE: 627 Assessment #4: Explain the Role	SE: 146 Assessment #10: Explain Impact SE: 627 Assessment #3: Identify Major Causes	
	<b>III-A</b>	<b>9-12 benchmark 3-A Skills: use critical thinking skills to understand and communicate perspectives of individuals, groups and societies from multiple contexts</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
76.	<b>III-A(1)</b>	1. Understand how to use the skills of historical analysis to apply to current social, political, geographic and economic issues;	TE: 472-473 Topic Inquiry: How do Developed and Developing Countries Differ? TE: 512 Analyze Charts	SE: 628 Assessment #16: Summarize Impact and Use a Problem-Solving Process SE: 629 Assessment #19: Explain	
77.	<b>III-A(2)</b>	2. Apply chronological and spatial thinking to understand the importance of events;	SE: 401 Sequence Events SE: 594 Assessment #5: Sequence Events	SE: 675 Sequence SE: 687-688 Create Charts and Maps	
78.	<b>III-A(3)</b>	3. Describe primary and secondary sources and their uses in research;	SE: 214 Assessment #6: Explain the Political Philosophies SE: 217 Assessment #22: Identify the Influence of Ideas	SE: 684 Interpret Sources SE: 694-695 Analyze Primary and Secondary Sources	



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		<b>SECTION I: NEW MEXICO CONTENT STANDARDS, BENCHMARKS AND PERFORMANCE STANDARDS. SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
79.	III-A(4)	4. Explain how to use a variety of historical research methods and documents to interpret and understand social issues (e.g., the friction among societies, the diffusion of ideas);	SE: 674 Assessment #2: Determine Author's Point of View TE: 172-173 Topic Inquiry: The Irish Potato Famine	SE: 628 Assessment #16: Summarize Impact and Use a Problem-Solving Process TE: 226-227 Topic Inquiry: What was the impact of imperialism on India?	
80.	III-A(5)	5. Distinguish “facts” from authors’ opinions and evaluate an author’s implicit and explicit philosophical assumptions, beliefs or biases about the subject;	SE: 214 Assessment #6: Explain the Political Philosophies SE: 697-698 Evaluate Existing Arguments	SE: 215 Assessment #9: Explain Political Philosophies of Individuals SE: 698 Consider and Counter Opposing Arguments	
81.	III-A(6)	6. Interpret events and issues based upon the historical, economic, political, social and geographic context of the participants;	SE: 311 Assessment #4: Identify the Influence of Ideas SE: 567 Assessment #11; Describe Major Influences	SE: 256 Assessment #16: Identify the Contributions and Influence SE: 365 Assessment #10: Analyze Influence of Human and Geographic Factors on Major Event	
82.	III-A(7)	7. Analyze the evolution of particular historical and contemporary perspectives; and	SE: 214 Assessment #7: Identify the Influence and Explain the Development	SE: 530 Assessment #13: Describe Major Effects, Summarize	



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			SE: 311 Assessment #5: Identify Influence	Outcome, and Identify Characteristics SE: 628 Assessment #15: Summarize the Development	
<b>83.</b>	<b>III-A(8)</b>	8 Explain how to use technological tools to research data, verify facts and information, and communicate findings.	SE: 684-685 Create Databases TE: 280-281 Topic Inquiry: Create a Video Docudrama on The Impact of War	SE: 217 Assessment # 23: Create Visual Presentations TE: 4-5 Topic Inquiry: Create a Hall of Fame Website	
		<b>SECTION 1 – NEW MEXICO CONTENT STANDARDS AND BENCHMARKS</b>	<b>TOTAL SECTION 1 SCORE</b>		







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Section 2.A – 2.D -- If your material is suited for grades 9-10, you must enter citations for the 9-10 CCSS criteria (Sections 2.A & 2.C). If it is suited for grades 11-12, you must enter citations for the 11-12 CCSS criteria (Sections 2.B & 2.D). If your material is suited for grades 9-12, you must enter citations for the 9-12 CCSS criteria (Sections 2.A-2.D). Your material will be scored against the sections you cite (grades 9-10, 11-12 or 9-12).					
		SECTION 2.A -- GRADES 9-10 CCCS - Reading For Literacy in History/Social Studies	Citation Level 2	Citation Level 3	Score
	10.1				
85.	CCSS.ELA-LITERACY.RH9-10.2	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	SE: 317 Summarize	SE: 529 Assessment #5: Summarize Role and Differences	
86.	CCSS.ELA-LITERACY.RH9-10.3	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	SE: 145 Assessment #4 Identify Steps in a Process	SE: 343 Assessment #1 Sequence Events	
87.	CCSS.ELA-LITERACY.RH9-10.4	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	TE: 235 Reading: all levels (1st column)	TE: 363 Speaking: all levels (1st column)	
88.	CCSS.ELA-LITERACY.RH9-10.5	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	TE: 226 Read and Analyze Documents	SE: 662 Assessment #1 Analyze Style and Rhetoric	
89.	CCSS.ELA-LITERACY.RH9-10.6	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	SE: 428 Compare Points of View	SE: 697-698 Evaluate Existing Arguments	
90.	CCSS.ELA-LITERACY.RH9-10.7	7. Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative analysis in print or digital text.	SE: 192 Analyze Charts	SE: 402 Analyze Graphs	
91.	CCSS.ELA-LITERACY.RH9-	8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	SE: 697-698 Evaluate Existing Arguments	SE: 337 Support a Point of View with Evidence	



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		<p><b>Section 2.A – 2.D -- If your material is suited for grades 9-10, you must enter citations for the 9-10 CCSS criteria (Sections 2.A &amp; 2.C). If it is suited for grades 11-12, you must enter citations for the 11-12 CCSS criteria (Sections 2.B &amp; 2.D). If your material is suited for grades 9-12, you must enter citations for the 9-12 CCSS criteria (Sections 2.A-2.D). Your material will be scored against the sections you cite (grades 9-10, 11-12 or 9-12).</b></p>			
		<p><b>SECTION 2.A -- GRADES 9-10 CCCS - Reading For Literacy in History/Social Studies</b></p>	<p><b>Citation Level 2</b></p>	<p><b>Citation Level 3</b></p>	<p><b>Score</b></p>
	10.8				
92.	CCSS.ELA-LITERACY.RH9-10.9	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	SE: 311 Assessment #8: Describe How People Participated	TE: 138 Topic Inquiry: Analyze the Documents	
93.	CCSS.ELA-LITERACY.RH9-10.10	10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	SE: 214 Assessment #6: Explain the Political Philosophies	SE: 682-683 Draw Inferences	
		<p><b>2.A GRADES 9-10 CCSS - Reading For Literacy in History/Social Studies</b></p>		<p><b>SUBTOTAL FOR SECTION 2.A</b></p>	
		<p><b>Section 2.A – 2.D -- If your material is suited for grades 9-10, you must enter citations for the 9-10 CCSS criteria (Sections 2.A &amp; 2.C). If it is suited for grades 11-12, you must enter citations for the 11-12 CCSS criteria (Sections 2.B &amp; 2.D). If your material is suited for grades 9-12, you must enter citations for the 9-12 CCSS criteria (Sections 2.A-2.D). Your material will be scored against the sections you cite (grades 9-10, 11-12 or 9-12).</b></p>			
		<p><b>SECTION 2.B -- GRADES 11-12 CCCS - Reading For Literacy in History/Social Studies</b></p>	<p><b>Citation Level 2</b></p>	<p><b>Citation Level 3</b></p>	<p><b>Score</b></p>
94.	CCSS.ELA.LITERACY.RH11-12.1	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	SE: 103 Assessment #9: Identify Major Effects and Examples	SE: 373 Assessment #1 Generate Explanations	
95.	CCSS.ELA.LITERACY.RH11-12.2	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	SE: 158 Summarize	SE: 456 Assessment #20: Summarize the Factors	



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		SECTION 2.A -- GRADES 9-10 CCCS - Reading For Literacy in History/Social Studies	Citation Level 2	Citation Level 3	Score
96.	CCSS.ELA.LITER ACY.RH11-12.3	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	SE: 145 Assessment #4 Identify Steps in a Process	SE: 454 Assessment #8: Identify and Explain the Major Causes and Effects	
97.	CCSS.ELA.LITER ACY.RH11-12.4	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	TE: 235 Reading: all levels (1st column)	TE: 363 Speaking: all levels (1st column)	
98.	CCSS.ELA.LITER ACY.RH11-12.5	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	TE: 226 Read and Analyze Documents	SE: 658 Assessment #3 Cite Evidence	
99.	CCSS.ELA.LITER ACY.RH11-12.6	6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	SE: 428 Compare Points of View	SE: 697-698 Evaluate Existing Arguments	
100.	CCSS.ELA.LITER ACY.RH11-12.7	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	SE: 192 Analyze Charts	SE: 440 Analyze Information	
101.	CCSS.ELA.LITER ACY.RH11-12.8	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	SE:671 Explain an Argument	TE: 173 Formulate Compelling Arguments with Evidence	



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		<p><b>Section 2.A – 2.D -- If your material is suited for grades 9-10, you must enter citations for the 9-10 CCSS criteria (Sections 2.A &amp; 2.C). If it is suited for grades 11-12, you must enter citations for the 11-12 CCSS criteria (Sections 2.B &amp; 2.D). If your material is suited for grades 9-12, you must enter citations for the 9-12 CCSS criteria (Sections 2.A-2.D). Your material will be scored against the sections you cite (grades 9-10, 11-12 or 9-12).</b></p>			
		<p><b>SECTION 2.A -- GRADES 9-10 CCCS - Reading For Literacy in History/Social Studies</b></p>	<p><b>Citation Level 2</b></p>	<p><b>Citation Level 3</b></p>	<p><b>Score</b></p>
102.	<p><b>CCSS.ELA.LITERACY.RH11-12.9</b></p>	<p><b>9.</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p>SE: 216 Assessment #14: Construct a Thesis</p>	<p>TE: 138 Topic Inquiry: Analyze the Documents</p>	
103.	<p><b>CCSS.ELA.LITERACY.RH11-12.10</b></p>	<p><b>10.</b> By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p>	<p>SE: 214 Assessment #6: Explain the Political Philosophies</p>	<p>SE: 682-683 Draw Inferences</p>	
		<p><b>2.B GRADES 11-12 CCSS - Reading For Literacy in History/Social Studies</b></p>		<p><b>SUBTOTAL FOR SECTION 2.B</b></p>	
		<p><b>Section 2.A – 2.D -- If your material is suited for grades 9-10, you must enter citations for the 9-10 CCSS criteria (Sections 2.A &amp; 2.C). If it is suited for grades 11-12, you must enter citations for the 11-12 CCSS criteria (Sections 2.B &amp; 2.D). If your material is suited for grades 9-12, you must enter citations for the 9-12 CCSS criteria (Sections 2.A-2.D). Your material will be scored against the sections you cite (grades 9-10, 11-12 or 9-12).</b></p>			
		<p><b>SECTION 2.C – GRADES 9-10 CCSS – Writing Standards for Literacy in History/Social Studies</b></p>	<p><b>Citation Level 2</b></p>	<p><b>Citation Level 3</b></p>	<p><b>Score</b></p>



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Section 2.A – 2.D -- If your material is suited for grades 9-10, you must enter citations for the 9-10 CCSS criteria (Sections 2.A & 2.C). If it is suited for grades 11-12, you must enter citations for the 11-12 CCSS criteria (Sections 2.B & 2.D). If your material is suited for grades 9-12, you must enter citations for the 9-12 CCSS criteria (Sections 2.A-2.D). Your material will be scored against the sections you cite (grades 9-10, 11-12 or 9-12).					
		SECTION 2.A -- GRADES 9-10 CCCS - Reading For Literacy in History/Social Studies	Citation Level 2	Citation Level 3	Score
	<b>CCSS.ELA.LITERACY.WH9-10.1</b>	<b>1. Write arguments focused on discipline-specific content.</b>			
104.	<b>CCSS.ELA.LITERACY.WH9-10.1a</b>	a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	SE: 456 Assessment #20: Summarize the Factors	SE: 628 Assessment #16: Summarize Impact and Use a Problem-Solving Process	
105.	<b>CCSS.ELA.LITERACY.WH9-10.1b</b>	b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	SE: 627 Assessment #9: Formulate Generalizations	TE: 441 Write Your Essay	
106.	<b>CCSS.ELA.LITERACY.WH9-10.1c</b>	c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and counterclaims.	SE: 454 Assessment #7: Explain the Responses and Analyze Information	TE: 39 Write Your Essay	
107.	<b>CCSS.ELA.LITERACY.WH9-10.1d</b>	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SE: 214 #6: Explain the Political Philosophies	SE: 256 Assessment #15: Identify Important Changes in Human Life	
108.	<b>CCSS.ELA.LITERACY.WH9-10.1e</b>	e. Provide a concluding statement or section that follows from or supports the argument presented.	SE: 454 Assessment #7: Explain the Responses and Analyze Information	SE: 455 #15: Explain the Roles	



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<p><b>Section 2.A – 2.D -- If your material is suited for grades 9-10, you must enter citations for the 9-10 CCSS criteria (Sections 2.A &amp; 2.C). If it is suited for grades 11-12, you must enter citations for the 11-12 CCSS criteria (Sections 2.B &amp; 2.D). If your material is suited for grades 9-12, you must enter citations for the 9-12 CCSS criteria (Sections 2.A-2.D). Your material will be scored against the sections you cite (grades 9-10, 11-12 or 9-12).</b></p>					
		<p><b>SECTION 2.A -- GRADES 9-10 CCCS - Reading For Literacy in History/Social Studies</b></p>	<p><b>Citation Level 2</b></p>	<p><b>Citation Level 3</b></p>	<p><b>Score</b></p>
	<p><b>CCSS.ELA.LITER ACY.WH9-10.2</b></p>	<p><b>2.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>			
109.	<p><b>CCSS.ELA.LITER ACY.WH9-10.2a</b></p>	<p><b>a.</b> Introduce a topic and organized ideas, concepts, and information to make important connections and distinctions; include formatting (e.g. headings), graphics (e.g. figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>TE: 373 Step 3: Synthesize</p>	<p>TE: 473 Write Your Essay</p>	
110.	<p><b>CCSS.ELA.LITER ACY.WH9-10.2b</b></p>	<p><b>b.</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>	<p>SE: 217 Assessment #21: Compare Consequences</p>	<p>SE: 396 Assessment #16: Identify Origins, Characteristics, and Influences</p>	
111.	<p><b>CCSS.ELA.LITER ACY.WH9-10.2c</b></p>	<p><b>c.</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p>	<p>SE: 311 Assessment #2: Explain the Impact</p>	<p>SE: 566 Assessment #2: Summarize Reasons and Use a Decision-Making Process</p>	
112.	<p><b>CCSS.ELA.LITER ACY.WH9-10.2e</b></p>	<p><b>e.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>SE: 214 #1: Locate Regions</p>	<p>SE: 627 Assessment #9: Formulate Generalizations</p>	
113.	<p><b>CCSS.ELA.LITER ACY.WH9-10.2f</b></p>	<p><b>f.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).</p>	<p>SE: 456 Assessment #20: Summarize the Factors</p>	<p>SE: 491 Assessment #1: Explain the Major Causes of World War II</p>	

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		Section 2.A – 2.D -- If your material is suited for grades 9-10, you must enter citations for the 9-10 CCSS criteria (Sections 2.A & 2.C). If it is suited for grades 11-12, you must enter citations for the 11-12 CCSS criteria (Sections 2.B & 2.D). If your material is suited for grades 9-12, you must enter citations for the 9-12 CCSS criteria (Sections 2.A-2.D). Your material will be scored against the sections you cite (grades 9-10, 11-12 or 9-12).			
		SECTION 2.A -- GRADES 9-10 CCCS - Reading For Literacy in History/Social Studies	Citation Level 2	Citation Level 3	Score
114.	CCSS.ELA.LITER ACY.WH9-10.3	3. Incorporate narrative accounts into their analyses of individuals or events of historical import.	TE: 131 Differentiate	TE: 411 Differentiate	
115.	CCSS.ELA.LITER ACY.WH9-10.4	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	TE: 39 Write Your Essay	SE: 700 21 <sup>st</sup> Century Skills: Write an Essay	
116.	CCSS.ELA.LITER ACY.WH9-10.5	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	TE: 227 Write Your Essay	TE: 441 Edit Your Essay	
117.	CCSS.ELA.LITER ACY.WH9-10.6	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	TE: 5-6 Create a Hall of Fame Website	TE: 433 Differentiate	
118.	CCSS.ELA.LITER ACY.WH9-10.7	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation	SE: 215 Assessment #9: Explain Political Philosophies of Individuals	TE: 466 Differentiate	





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		<p><b>Section 2.A – 2.D -- If your material is suited for grades 9-10, you must enter citations for the 9-10 CCSS criteria (Sections 2.A &amp; 2.C). If it is suited for grades 11-12, you must enter citations for the 11-12 CCSS criteria (Sections 2.B &amp; 2.D). If your material is suited for grades 9-12, you must enter citations for the 9-12 CCSS criteria (Sections 2.A-2.D). Your material will be scored against the sections you cite (grades 9-10, 11-12 or 9-12).</b></p>			
		<p><b>SECTION 2.A -- GRADES 9-10 CCCS - Reading For Literacy in History/Social Studies</b></p>	<p><b>Citation Level 2</b></p>	<p><b>Citation Level 3</b></p>	<p><b>Score</b></p>
119.	<p><b>CCSS.ELA.LITERACY.WH9-10.8</b></p>	<p><b>8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>TE: 280-281 Step 2, Investigate; Step 3: Synthesize</p>	<p>TE: 372-373 Step 2, Investigate; Step 3: Synthesize</p>	
120.	<p><b>CCSS.ELA.LITERACY.WH9-10.9</b></p>	<p><b>9.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>SE: 311 Assessment #8: Describe How People Participated</p>	<p>SE: 697-698 Evaluate Existing Arguments</p>	
121.	<p><b>CCSS.ELA.LITERACY.WH9-10.10</b></p>	<p><b>10.</b> 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.</p>	<p>SE: 254 Assessment #10: Analyze Examples</p>	<p>TE: Active Classroom Strategies: 50, 75, 115, 201, 329, 387, 459</p>	
		<p><b>2.C GRADES 9-10 -- CCSS – Writing Standards for Literacy in History/Social Studies</b></p>	<p><b>TOTAL SECTION 2.C SCORE</b></p>		



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2016 Adoption Institute Grade K-12 Social Studies

		Section 2.A – 2.D -- If your material is suited for grades 9-10, you must enter citations for the 9-10 CCSS criteria (Sections 2.A & 2.C). If it is suited for grades 11-12, you must enter citations for the 11-12 CCSS criteria (Sections 2.B & 2.D). If your material is suited for grades 9-12, you must enter citations for the 9-12 CCSS criteria (Sections 2.A-2.D). Your material will be scored against the sections you cite (grades 9-10, 11-12 or 9-12).			
		SECTION 2.D – GRADES 11-12 CCSS – Writing Standards for Literacy in History/Social Studies	Citation Level 2	Citation Level 3	Score
	CCSS.ELA.LITER ACY.WH11-12.1	1. Write arguments focused on <i>discipline-specific content</i> .			
122.	CCSS.ELA.LITER ACY.WH11-12.1a	a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	SE: 628 Assessment #16: Summarize Impact and Use a Problem-Solving Process	TE: 157 Differentiate	
123.	CCSS.ELA.LITER ACY.WH11-12.1b	b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.	TE: 39, Step 3: Synthesize	TE: 139, Step 3: Synthesize	
124.	CCSS.ELA.LITER ACY.WH11-12.1c	c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	TE: 441 Step 3: Synthesize	SE: 566 Assessment #2: Summarize Reasons and Use a Decision-Making Process	
125.	CCSS.ELA.LITER ACY.WH11-12.1d	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SE: 629, Assessment #20 Identify Examples	TE: 473, Step 3: Synthesize	
126.	CCSS.ELA.LITER ACY.WH11-12.1e	e. Provide a concluding statement or section that follows from or supports the argument presented.	SE: 454 Assessment #7: Explain the Responses and Analyze Information	SE: 671 Primary Sources, Assessment #3 Draw Conclusions	

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2016 Adoption Institute Grade K-12 Social Studies

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SECTION 2.D – GRADES 11-12 CCSS – Writing Standards for Literacy in History/Social Studies			Citation Level 2	Citation Level 3	Score
	CCSS.ELA.LITER ACY.WH11-12.2	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.			
127.	CCSS.ELA.LITER ACY.WH11-12.2a	a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	TE: 324 Differentiate	TE: 504 Learning Strategies: (2nd column)	
128.	CCSS.ELA.LITER ACY.WH11-12.2b	b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	SE: 311 Assessment #2: Explain the Impact	SE: 566 Assessment #3: Summarize	
129.	CCSS.ELA.LITER ACY.WH11-12.2c	c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	SE: 311 Assessment #2: Explain the Impact	SE: 311 Assessment #9: Describe People's Participation	
130.	CCSS.ELA.LITER ACY.WH11-12.2d	d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	SE: 364 Assessment #1: Identify Influences on Political Revolutions	SE: 673 Assessment #1: Distinguish Among Fact, Opinion, and Reasoned Judgment	
131.	CCSS.ELA.LITER ACY.WH11-12.2e	e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	SE: 454 Assessment #7: Explain the Responses and Analyze Information	SE: 455 #15: Explain the Roles	

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SECTION 2.D – GRADES 11-12 CCSS – Writing Standards for Literacy in History/Social Studies			Citation Level 2	Citation Level 3	Score
132.	CCSS.ELA.LITER ACY.WH11-12.3	3. Incorporate narrative accounts into their analyses of individuals or events of historical importance	TE: 114 Differentiate	TE: 125 Differentiate	
133.	CCSS.ELA.LITER ACY.WH11-12.4	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	TE: 81 Write Your Essay	TE: 227 Write Your Essay	
134.	CCSS.ELA.LITER ACY.WH11-12.5	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	SE: 700 Write an Essay, #1 - #4	TE: 441 Edit Your Essay	
135.	CCSS.ELA.LITER ACY.WH11-12.6	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	TE: 92 Differentiate: Challenge	TE: 280-281 Create a Video Docudrama on The Impact of War	
136.	CCSS.ELA.LITER ACY.WH11-12.7	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	SE: 566 Assessment #1, Summarize and Locate Places	TE: 4 Step 2: Investigate, Conduct Research on the Inductees	
137.	CCSS.ELA.LITER ACY.WH11-12.8	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	TE: 280-281 Step 2, Investigate, Step 3: Synthesize	TE: 372-373 Step 2, Investigate, Step 3: Synthesize	

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2016 Adoption Institute Grade K-12 Social Studies

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		<p><b>SECTION 2.D – GRADES 11-12 CCSS – Writing Standards for Literacy in History/Social Studies</b></p>	<p><b>Citation Level 2</b></p>	<p><b>Citation Level 3</b></p>	<p><b>Score</b></p>
138.	<p><b>CCSS.ELA.LITERACY.WH11-12.9</b></p>	<p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>SE: 214 Assessment #6: Explain the Political Philosophies</p>	<p>SE: 530 Assessment #12: Describe Influences</p>	
139.	<p><b>CCSS.ELA.LITERACY.WH11-12.10</b></p>	<p>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.</p>	<p>TE: Active Classroom Strategies: 50, 75, 115, 201, 329, 387, 459</p>	<p>TE: 288, Learning Strategies, 2<sup>nd</sup> column</p>	
		<p><b>2.D GRADES 11-12 -- CCSS – Writing Standards for Literacy in History/Social Studies</b></p>	<p><b>TOTAL SECTION 2.D SCORE</b></p>		



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## SECTION 2.E-2.F: OTHER RELEVANT CRITERIA

- **Publisher:**
- Section 2.E-2.F criteria are scored as to whether the evidence occurs in the instructional material; they are NOT scored using Bloom’s.
- Citations for Section 2.E-2.F “Other Relevant Criteria” will usually refer to the Teacher Edition or the Student Edition.
- List one citation per occurrence cell.
- All three citation occurrences must be found satisfactory by the Reviewer to meet the requirements of the standard.

**Reviewer: Use the Teacher’s Edition and the Student Edition to conduct this portion of the review.**

- Zero (0): One or more of the citations did not meet the requirements of the standard
- Five (5): All 3 citations met the requirements of the standard.

	SECTION 2.E: Other Relevant Criteria – Publisher’s Criteria	Occurrence 1	Occurrence 2	Occurrence 3	Score
	<b>Materials aligned with standards provide sequential, cumulative instruction and practice opportunities for a full range of foundational skills. (Specify or cite how the following instructional recommendations occur within this curriculum.)</b>	Occurrence 1	Occurrence 2	Occurrence 3	Score
140.	<b>Speaking and Listening:</b> Materials help teachers plan substantive academic discussions around grade-level topics and texts that students have studied and researched. Text provides opportunities to strengthen students’ listening skills.	TE: 46 Discuss	TE: 172-173 Civic Discussion	TE: 453 Discuss	
141.	<b>Speaking and Listening:</b> Provide opportunities for students to develop oral fluency (e.g., oral presentation).	SE: 215 Assessment #9: Explain Political Philosophies of Individuals	TE: 81 Present Your Essay	TE: Active Classroom Strategies: 50, 75, 115, 201, 329, 387, 459	
142.	<b>Speaking and Listening:</b> Provide multimedia and technology sources so students can compare and contrast the knowledge they gain from reading texts to multimedia sources.	TE: 40 My Story Video	TE: 145 Interactive Gallery: Identify Cause and Effect	TE: 300 Digital Activity	
143.	<b>Academic Vocabulary:</b> Provide focused resources to support students’ acquisition of both general academic vocabulary and domain-specific vocabulary.	TE: 70 Differentiate: Special Needs/Extra Support	TE: 326 Learning Strategies, 1 <sup>st</sup> column	TE: 340 Learning Strategies, 2 <sup>nd</sup> column	
144.	<b>Content:</b> Provide clearly stated learning goals and objectives for lessons and tasks aligned with the CCSS.	SE: 121 Reading Standards: Objectives	SE: 316 Reading Standards: Objectives	SE: 505 Reading Standards: Objectives	

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	SECTION 2.E: Other Relevant Criteria – Publisher’s Criteria	Occurrence 1	Occurrence 2	Occurrence 3	Score
145.	<b>Content:</b> Provide a scope and sequence that enables students to demonstrate their independent capacity to read and write at the appropriate level of complexity and sophistication defined by the standards.	TE: 48 Topic 2, Lesson 2 Organizer, Pacing Guide with Objectives	TE: 284 Topic 7, Lesson 1 Organizer, Pacing Guide with Objectives	TE: 444 Topic 11, Lesson 1 Organizer, Pacing Guide with Objectives	
146.	<b>Equity:</b> Offer strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.	TE: 44 Differentiate: Extra Support	TE: 92 Differentiate: Challenge	TE: 336 Learning Strategies, 1 <sup>st</sup> column, Beginning – Advanced High	
149.	<b>Equity:</b> Provide a balanced representation of people and points of view and is free of bias regarding issues such as race, gender, religion, environment, business, industry, political orientation, careers, and career choices.	SE: 629 Assessment #18, Describe Changing Roles	TE: 172 Step 2: Examine Sources and Perspectives	TE: 203 Identify Cause and Effect	
150.	<b>Equity:</b> Provide opportunities for teacher and students to integrate with other content areas.	SE: 256 Assessment #18: Write about the Essential Question	TE: 28 Draw Conclusions	TE: 526 Make Generalizations	
151.	<b>Assessment:</b> Offer assessment tools that measure student progress in all strands of the CCSS.	SE: 103 Assessment #1: Identify Examples (write and use organizer)	SE: 215 #9: Explain Political Philosophies of Individuals	SE: 659 Primary Sources: Two Treatises of Government, John Locke: Assessment #1-3	
152.	<b>Assessment:</b> Offer varied formative and summative assessment tools, clearly defining which standards are being assessed.	SE: 700 Write an Essay	TE: 76 Digital Quiz	TE: 168-169 Lesson Quiz, Digital Topic Review and Assessment, Digital Topic Test	



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	<b>SECTION 2.E: Other Relevant Criteria – Publisher’s Criteria</b>	<b>Occurrence 1</b>	<b>Occurrence 2</b>	<b>Occurrence 3</b>	<b>Score</b>
<b>153.</b>	<b>Technology and Digital Resources:</b> Materials include teacher supports, strategies and resources in the Teacher Edition that are user-friendly and supportive of student learning.	TE: 186 Digital Activity	TE: 372-373 Topic Inquiry (Create a Multimedia Tribute)	TE: 442 My Story Video	
	<b>SECTION 2.E – OTHER RELEVANT CRITERIA – PUBLISHER’S CRITERIA</b>			<b>TOTAL SECTION 2.E SCORE</b>	





# FORM F.17 Citation Alignment and Scoring Rubric – Social Studies World History plus Geography (Secondary)

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	<b>SECTION 2.F: Other Relevant Criteria – Student/Teacher Edition</b>	<b>Occurrence 1</b>	<b>Occurrence 2</b>	<b>Occurrence 3</b>	<b>Score</b>
154.	The textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability.	SE: 136 Drawings of the Slave Trade	SE: 246 Photo of Suffragists	SE: 553 Photo of Palestinians	
155.	The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences.	SE: 129 Assessment #2: Draw Conclusions	SE: 273 Assessment #2: Identify Central Issues	SE: 674 "Glory and Hope," Nelson Mandela	
156.	The textbook provides an introduction to the lesson including the comprehension questions (i.e., focus questions or guiding questions) the student will be expected to answer at the conclusion of the classroom instruction.	SE: 148-149 Essential Question, Enduring Understandings	SE: 532 Essential Question, Enduring Understandings	TE: 169 Reflect on the Essential Question and Topic	
157.	The textbook provides activities for students to make interdisciplinary connections to science, language arts, math, music, art and sports plus connections with their personal experiences.	SE: 239 Identify Cause and Effect	TE: 86 Interactive Image Gallery: Art of Spain's Golden Century	TE: 462 Cite Evidence	
158.	The textbook provides references to support student learning such as a glossary and word lists.	SE: 675 21st Century Skills: Sequence	SE: 708-722 Atlas	SE: 723-749 Glossary	
159.	Within each lesson of the Teacher's Edition, there are clear measurable learning objectives and opportunities for differentiated instruction.	TE: 291 Differentiate: Special Needs	TE: 414 Supporting English Language Learners, Beginning – Advanced High	TE: 511 Objectives	
160.	The Teacher's Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners.	TE: 27 Differentiate: Challenge/Gifted	TE: 64 Differentiate: Extra Support	TE: 232 Differentiate	
161.	The Teacher's Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.)	TE: 47 Supporting English Language Learners	TE: 198 Supporting English Language Learners	TE: 431 Supporting English Language Learners	



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	<b>SECTION 2.F: Other Relevant Criteria – Student/Teacher Edition</b>	<b>Occurrence 1</b>	<b>Occurrence 2</b>	<b>Occurrence 3</b>	<b>Score</b>
<b>162.</b>	The Teacher’s Edition provides writing activities where students explain their thinking.	TE: xxiv Active Classroom Strategies PMI Plus/Minus/Interesting	TE: 88 Differentiate: Challenge/Gifted	TE: 139 Write Your Essay	
<b>163.</b>	The Teacher’s Edition provides cooperative learning strategies.	TE: Active Classroom Strategies: 50, 75, 115, 201, 329, 387, 459	TE: 50 Active Classroom	TE: 172-173 Topic Inquiry: Civic Discussion	
<b>164.</b>	The Teacher’s Edition provides the teacher with instructional strategies for every lesson.	TE: 138 Topic Inquiry: Document-Based Question	TE: 156-161 Topic 4 Lesson 3	TE: 425 Supporting English Language Learners	
<b>165.</b>	The Teacher’s Edition embeds various assessments (e.g., pre- and post-tests, self-assessments, written reflections, mid-unit quizzes, quick checks for understanding of the key concepts, etc.) that address lesson and/or chapter objectives.	TE: 77 Digital Topic Review and Assessment, Digital Topic Test	TE: 223 Lesson Quiz and Class Discussion Board	TE: 437 Reflect on the Essential Question	
<b>166.</b>	The Teacher’s Edition embeds student assessments that are accompanied by student work exemplars and score identification of concepts and skills to support further instruction, differentiation, remediation or acceleration.	TE: 39 Resources: Writing Rubric	TE: 197 Lesson Quiz and Class Discussion Board	TE: 277 Digital Topic Test	
	<b>SECTION 2.F– OTHER RELEVANT CRITERIA – STUDENT/TEACHER EDITION</b>			<b>TOTAL SECTION 2.F SCORE</b>	