



FORM F.13 Citation Alignment and Scoring Rubric – Social Studies Economics (Secondary)

2016 Adoption Institute Grade K-12 Social Studies

Publisher / Imprint:	Savvas Learning Company	Grade(s)	<input type="checkbox"/> 9-10 <input type="checkbox"/> 11-12 <input checked="" type="checkbox"/> 9-12
Title of Student Edition:	Savvas Economics – Student Edition with Digital Courseware	ISBN:	9780133328431
Title of Teacher Edition:	Savvas Economics – Teacher’s Edition	ISBN:	9780133307047
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			
TOTAL			

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.

		SECTION I: CONTENT STANDARDS, BENCHMARKS AND PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
	IV.	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. Students will:			
	IV-A	9-12 Benchmark 4-A: Analyze the ways individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic and intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating:	Citation Level 2	Citation Level 3	Score
1.	IV-A(1)	1. Analyze “opportunity costs” as a factor resulting from the process of decision making;	SE: 12 Assessment #2: Apply Concepts; SE: 444 Assessment #2: Explain Concepts	SE: 17 Assessment #4: Explain Economic Concepts; SE: 445 Assessment #6: Apply Concepts	

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FORM F.13: Social Studies 9-12 Economics
2016 Adoption Institute Scoring Rubric
SE Title: Savvas Economics
ISBN: 9780133328431

REVIEWER #: _____

PAGE 2 Score Subtotal



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SECTION I: CONTENT STANDARDS, BENCHMARKS AND PERFORMANCE STANDARDS			Citation Level 2	Citation Level 3	Score
2.	IV-A(2)	2. Understand how socioeconomic stratification (SES) arises and how it affects human motivation, using data;	SE: 186 Education and Income: Analyze Graphs; SE: 312 Assessment #3, Evaluate Data	SE: 205 Assessment #7: Interpret Data; SE: 385 Assessment #7: Analyze U.S. Economic Policies	
3.	IV-A(3)	3. Understand the relationship between socioeconomic stratification and cultural values;	SE: 305 Poverty Rate by Group: Analyze Graphs; TE: 383 Classify	SE: 313 Assessment #2; TE: 382 Compare Points of View	
4.	IV-A(4)	4. Analyze and evaluate the impact of economic choices on the allocation of scarce resources;	SE: 8 Assessment #4: Distinguish; SE: 444 Assessment #1: Describe and Explain Economic Factors	SE: 17 Assessment #3: Explain Basic Economic Problems; SE: 18 Assessment #11: Explain Scarcity	
5.	IV-A(5)	5. Describe and analyze how economic incentives allow individuals, households, businesses, governments and societies to use scarce human, financial and natural resources more efficiently to meet economic goals;	SE: 124 Assessment # 7: Explain the Benefits of the U.S. Free Enterprise System; SE: 122 Assessment #3: Interpret	SE: 125 Assessment #12: Analyze the Importance of Economic Philosophers...; SE: 265 Assessment #13: Explain How Corporations Raise Money	
6.	IV-A(6)	6. Evaluate present and future economic costs and economic risks in the use of productive resources associated with investments;	SE: 242 Financial Intermediaries: Analyze Information; SE: 244 Types of Risk: Analyze Charts	SE: 247 Assessment #5: Formulate Questions; SE: 264 Assessment #7: Examine Investment Options	



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SECTION I: CONTENT STANDARDS, BENCHMARKS AND PERFORMANCE STANDARDS			Citation Level 2	Citation Level 3	Score
7.	IV-A(7)	7. Understand labor markets and how they work;	SE: 183 Composition of U.S. Labor Force: Analyze Charts; SE: 187 Part-time Employees in the United States: Analyze Graphs	SE: 204 Assessment #1; SE: 205 Assessment #7: Interpret Data	
8.	IV-A(8)	8. Describe and analyze the three major divisions of economics: macro-, micro- and consumer;	SE: 55 Assessment #1: Apply Concepts; SE: 274 Measures of the Macroeconomy: Analyze Charts	SE: 63 Assessment #8: Explain Basic Characteristics; SE: 313 Assessment #5: Interpret Economic Data and Analyze Information	
9.	IV-A(9)	9. Understand the relationship between essential learning skills and workforce requirements (e.g., school to work initiatives, service learning) as they relate to supply and demand in the labor market;	SE: 188 Labor Force Trends in the United States: Analyze Graphs; TE: 193 Summarize	SE: 191 Labor Supply: Analyze Graphs TE: 188 Discuss	
10.	IV-A(10)	10. Use quantitative data to analyze economic information;	SE: 63 Assessment #4: Analyze Costs and Benefits of Economic Policies; SE: 125 Assessment #11: Evaluate ...	SE: 204 Assessment #1: Interpret Data...; SE: 386 Assessment #11	
11.	IV-A(11)	11. Analyze various investment strategies available when meeting personal and business goals;	SE: 264 Assessment #2: Explain the Benefits; TE: 231 Distinguish	SE: 266 Assessment #21: Examine, Explain, and Assess; TE: 237 Analyze Information	



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		SECTION I: CONTENT STANDARDS, BENCHMARKS AND PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
12.	IV-A(12)	12. Understand the basis of supply and demand and marginal productivity; and	SE: 123 Assessment #1: Interpret a Graph, Create Economic Models, and Transfer Information; TE: 81 Analyze Data	SE: 124 Assessment #6: Interpret a Graph SE: 315 Assessment #14: Analyze Productivity and Growth	
13.	IV-A(13)	13. Understand personal financing (e.g., banking, credit, debit, lending institutions).	SE: 316 Assessment #20: Develop Strategies; SE: 317 Assessment #26: Analyze and Compare Student Grants	SE: 265 Assessment #18: Examine Financial Accounts; SE: 266 Assessment #24	
	IV-B	9-12 Benchmark 4-B: Analyze and evaluate 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:	Citation Level 2	Citation Level 3	Score
14.	IV-B(1)	1. Analyze the historic origins of the economic systems of capitalism, socialism and communism;	SE: 34 Comparing and Contrasting Socialism and Communism: Draw Conclusions; SE: 37 Assessment #2: Contrast	SE: 42 Continuum of Mixed Economies: Analyze Information SE: 65 Assessment #17: Compare Economic Systems;	
15.	IV-B(2)	2. Compare the relationships between and among contemporary countries with differing economic systems;	SE: 429 Methods of Privatization: Analyze Charts; SE: 443 Assessment #4: Draw Conclusions	SE: 445 Assessment #8: Analyze Impacts; SE: 446 Assessment #14: Analyze Trade	



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		SECTION I: CONTENT STANDARDS, BENCHMARKS AND PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
16.	IV-B(3)	3. Understand the distribution and characteristics of economic systems throughout the world, to include: (e.g., characteristics of command, market, and traditional economies; how command, market and traditional economies operate in specific countries; comparison of the ways that people satisfy their basic needs through the production of goods and services);	SE: 36 China's Grain Output: Draw Conclusions; SE: 37 Assessment #5: Draw Conclusions	SE: 63 Assessment #5: Examine Socialist Economic Systems; TE: 46 Evaluate Data	
17.	IV-B(4)	4. Analyze the importance of, and issues related to the location and management of the factors of production;	SE: 18 Assessment #9: Describe Economic Factors; SE: 100 Apply Costs	SE: 391 Resource Distribution: Analyze Charts; SE: 444 Assessment #1: Describe and Explain Economic Factors	
18.	IV-B(5)	5. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities in New Mexico and the United States;	SE: 200 U.S. Manufacturing as a Percentage of GDP: Analyze Data; TE: 9 Scarcity Around the World: Interactive Map (Explain)	SE: 17 Assessment #1; SE: 424 Multinationals Three Examples: Analyze Charts	
19.	IV-B(6)	6. Analyze the roles played by local, state, tribal and national governments in both public and private sectors of the United States system;	SE: 59 How Are Public Goods Created?: Compare and Contrast; SE: 65 Assessment #20	SE: 64 Assessment #11: Evaluate Government Rules and Regulations... SE: 156 Assessment #13	



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		SECTION I: CONTENT STANDARDS, BENCHMARKS AND PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
20.	IV-B(7)	7. Understand the relationship between the United States' governmental policies and international trade;	SE: 400 Beef Wars: Protectionism or Health Concern: Analyze Charts; SE: 405 Support a Point of View with Evidence	SE: 445 Assessment #8: Analyze Impacts; TE: 366 Active Classroom)	
21.	IV-B(8)	8. Evaluate economic systems by their ability to achieve broad societal goals (e.g., efficiency, equity, security, employment, stability, economic growth);	SE: 36 China's Grain Output: Draw Conclusions; SE: 37 Assessment #4: Infer	SE: 52 The Business Cycle: Analyze Graphs; SE: 64 Assessment #11: Evaluate Government Rules and Regulations	
22.	IV-B(9)	9. Explain how businesses (e.g., sole proprietorships, partnerships, corporations, franchises) are organized and financed in the United States economy;	SE: 172 Structure of a Corporation: Categorize; SE: 204 Assessment #3: Explain and Analyze Sole Proprietorships	SE: 205 Assessment #8: Analyze Partnerships; SE: 206 Assessment #14: Analyze Corporations	
23.	IV-B(10)	10. Interpret measurements of inflation and unemployment and relate them to the general economic "health" of the national economy;	SE: 265 Assessment #16: Describe Characteristics and Examine Aspects; SE: 315 Assessment #13: Interpret Economic Data	SE: 204 Assessment #1: Interpret Data; SE: 205 Assessment #7: Interpret Data	
24.	IV-B(11)	11. Analyze the impact of fiscal policy on an economic system (e.g., deficit, surplus, inflation);	SE: 385 Assessment #2: Explain Federal Reserve Actions and Analyze TE: 329 Support Ideas with Evidence	SE: 385 Assessment #10: Analyze Fiscal Policy Decisions TE: 332 Draw Conclusions	



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		SECTION I: CONTENT STANDARDS, BENCHMARKS AND PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
25.	IV-B(12)	12. Compare and contrast different types of taxes (e.g., progressive, regressive, proportional);	SE: 322 Progressive Taxation: Analyze Graphs; SE: 328 Federal Income Tax Rates: Analyze Charts	SE: 344 Assessment #5: Analyze Costs SE: 345 Assessment #9: Analyze Costs and Benefits	
26.	IV-B(13)	13. Analyze the effects of specific government regulations on different economically- designated groups (e.g., consumers, employees, businesses);	SE: 123 Assessment #4: Identify Non-Price Determinants, Evaluate Government Rules; SE: 156 Assessment #13: Analyze and Evaluate Secondary Sources	SE: 64 Assessment #16: Evaluate Ordinances and Regulations SE: 204 Assessment #2: Evaluate Rules and Regulations	
27.	IV-B(14)	14. Compare, analyze and evaluate the positive and negative aspects of American capitalism in relationship to other economic systems;	SE: 31 Advantages of the Free Market: Analyze Charts; SE: 37 Assessment #1: Summarize	SE: 63 Assessment #9: Explain the Benefits of Economic Systems TE: 45 Compare Points of View	
28.	IV-B(15)	15. Describe and evaluate how the United States economy moved from being manufacturing-based to information-driven;	SE: 184 Changes in Employment: Analyze Graphs; SE: 196 Assessment #2: Analyze Information	SE: 185 Industry in the United States: Analyze Information SE: 200 U.S. Manufacturing: Analyze Data	



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29.	IV-B(16)	16. Analyze the reasons for uneven economic growth-based changes (e.g., demographic, political, economic); and	SE: 285 Real GDP Per Capita: Analyze Graphs; SE: 290 Assessment #4: Summarize	SE: 289 Technological Progress: Analyze Graphs; SE: 314 Assessment #7: Interpret Economic Data	
30.	IV-B(17)	17. Analyze the economic ramifications of entrepreneurship	TE: 10 Summarize; TE: 10 Lesson Narrative Timeline: Media and Technology Entrepreneurs	SE: 8 #3 Identify; TE: 12 Compare and Contrast	
	IV-C	9-12 Benchmark 4-C Analyze and evaluate the patterns and results of trade, exchange and interdependence between the United States and the world since 1900:	Citation Level 2	Citation Level 3	Score
31.	IV-C(1)	1. Analyze foreign and domestic issues related to United States economic growth since 1900;	SE: 285 Real GDP Per Capita: Analyze Graphs; TE: 268 Further Instruction: Draw Conclusions	SE: 63 Assessment #4: Analyze Costs and Benefits; SE: 385 Assessment #7: Analyze U.S. Economic Policies	
32.	IV-C(2)	2. Analyze significant economic developments between World War I and World War II, to include: economic growth and prosperity of the 1920s; causes of the great depression and the effects on United States economy and government; new deal measures enacted to counter the great depression; expansion of government under new deal;	SE: 357 How Bad Was the Great Depression: Analyze Data; SE: 360 Annual Change in GDP: Analyze Graphs	SE: 313 Assessment #3: Analyze the Importance...; SE: 386 Assessment #12: Describe the Role of Government	



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33.	IV-C(3)	3. Analyze the effects of World War II, the cold war and post-cold war on contemporary society, to include: economic effects of World War II on the home front; United States prosperity of the 1950s; impact of the cold war on business cycle and defense spending; recession of 1980s; technology boom and consequent economic slow-down of 2000;	SE: 363 Federal Revenue, 1975-1992: Analyze Data; SE: 365 Great Society Programs: Predict Consequences	SE: 367 Budget Surpluses...: Analyze Graphs; SE: 372 Federal Spending: Analyze Graphs	
34.	IV-C(4)	4. Describe the relationship between the United States' international trade policies and its economic system;	SE: 395 Top U.S. Exports: Analyze Graphs; SE: 405 Support a Point of View with Evidence	SE: 445, Assessment #7: Compare Effects of Trade; TE: 366 Active Classroom	
35.	IV-C(5)	5. Identify and analyze the international differences in resources, productivity and prices that are a basis for international trade;	SE: 391 Resource Distribution: Analyze Charts; SE: 397 Assessment #2: Contrast	SE: 393 David Ricardo on Comparative Advantage: Analyze Information; SE: 444 Assessment #1: Describe and Explain	
36.	IV-C(6)	6. Explain the comparative advantage of a nation when it can produce a product at a lower "opportunity cost" than its trading partner;	SE: 393 Apply Concepts; TE: 360-361 Identify Central Ideas-Summarize	SE: 444 Assessment #4: Explain Concepts; SE: 445 Assessment #6: Apply Concepts	



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37.	IV-C(7)	7. Evaluate the effect on international trade of domestic policies that either encourage or discourage exchange of goods and services and investments abroad;	SE: 399 Compare and Contrast; SE: 400 Identify Cause and Effect	SE: 402 Support a Point of View with Evidence; SE: 406 Assessment #2: Identify Cause and Effect	
38.	IV-C(8)	8. Analyze and evaluate how domestic policies can affect the balance of trade between nations;	SE: 412 Identify Central Ideas; SE: 414 Make Generalizations	SE: 412 U.S. Balance of Trade: Analyze Graphs; SE: 414 Assessment #4: Predict Consequences	
39.	IV-C(9)	9. Explain and describe how the federal reserve system and monetary policies (e.g., open market, discount rate, change in reserve requirements) are used to promote price stability, maximum employment, and economic growth;	SE: 264 Assessment #6: Explain the Structure; SE: 386 Assessment #13: Explain How the Federal Reserve System...	SE: 265 Assessment #11: Explain the Actions; SE: 385 Assessment #2: Explain Federal Reserve Actions	
40.	IV-C(10)	10. Identify how monetary policies can affect exchange rates and international trade;	SE: 384 Assessment #5: Express Problems Clearly; SE: 385 Assessment #2: Explain Federal Reserve Actions and Analyze the Impact of Fiscal Policy	SE: 265 Assessment #10: Analyze Basic Tools; SE: 387 Assessment #18: Analyze Tools and Explain Actions	



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41.	IV-C(11)	11. Analyze and evaluate the use of technology affecting economic development;	SE: 185 Industry in the United States: Analyze Information; SE: 419 Assessment #1: Make Generalizations	SE: 423 Draw Conclusions; SE: 444 Assessment #1: Describe and Explain Economic Factors	
42.	IV-C(12)	12. Describe and analyze multinational entities (e.g., NAFTA, European Union) in economic and social terms.	SE: 405 Major Trade Organization Members: Analyze Maps; TE: 361 Interpret	SE: 406 Multinationals with Largest Foreign Assets: Analyze Graphs; SE: 446 Assessment #9: Evaluate Free-Trade	
SECTION 1 – NEW MEXICO CONTENT STANDARDS, BENCHMARKS, AND PERFORMANCE STANDARDS				TOTAL SECTION 1 SCORE	



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Publisher:

- 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-2.D criteria are scored as to whether the evidence demonstrates application of Bloom's Taxonomy at the higher levels.
- Citations for Section 2.A-2.D will refer to the Student Edition, Teacher Edition, or Student Workbook
- For Sections 2.A-2.D you may enter one citation per citation level per criteria

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

- Six (6) points: The citation demonstrates Bloom's Level 3.
- Four (4) 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** – Four (4) points if the citation meets the standard and Zero (0) points if the citation does not meet standard.

SECTION 2.A-2.D: COMMON CORE READING AND WRITING STANDARDS

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 CCSS - Reading For Literacy in History/Social Studies	Citation Level 2	Citation Level 3	Score
43.	CCSS.ELA-LITERACY.RH9-10.1	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	SE: 483-484 Interpret Sources #1-3	SE: 385 #7 Analyze U.S. Economic Policies...	
44.	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: 205 #6 Explain Corporations	SE: 385 Assessment #2: Explain Federal Reserve Actions and Analyze the Impact of Fiscal Policy	



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		SECTION 2.A -- GRADES 9-10 CCSS - Reading For Literacy in History/Social Studies	Citation Level 2	Citation Level 3	Score
45.	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: 315 Assessment #15: Analyze Technology and Growth	SE: 386 Assessment #16: Analyze Information and Explain Actions	
46.	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: 135 Supporting English Language Learners: Beginning - Advanced High (2 nd column)	TE: 309 Supporting English Language Learners: Beginning - Advanced (1 st column)	
47.	CCSS.ELA-LITERACY.RH9-10.5	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	TE: 106 Supporting English Language Learners: Beginning - Advanced (2 nd column)	SE: 473 Analyze Structure	
48.	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: 64 Assessment #16: Evaluate Ordinances and Regulations That Apply to Businesses	SE: 385 Assessment #5: Analyze U.S. Economic Policies and Analyze Information by Categorizing	
49.	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: 315 #15 Analyze Technology and Growth	SE: 487 Create Charts and Maps #1-4	
50.	CCSS.ELA-LITERACY.RH9-10.8	8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	SE: 496–497 Evaluate Existing Arguments #1-3	SE: 343 #2 Evaluate Arguments	



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		SECTION 2.A -- GRADES 9-10 CCSS - Reading For Literacy in History/Social Studies	Citation Level 2	Citation Level 3	Score
51.	CCSS.ELA-LITERACY.RH9-10.9	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	TE: 29 Formulate Compelling Arguments with Evidence	SE: 445 #5 Examine and Analyze Currency	
52.	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.	TE: 204 Step 2: Investigate-Examine Sources and Perspectives	SE: 156 #16 Identify and Evaluate Ordinances, Rules, and Regulations	
2.A GRADES 9-10 CCSS - Reading For Literacy in History/Social Studies				TOTAL SECTION 2.A SCORE	



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		SECTION 2.B -- GRADES 11-12 CCSS - Reading For Literacy in History/Social Studies	Citation Level 2	Citation Level 3	Score
53.	CCSS.ELA.LITE RACY.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: 276 Draw Conclusions	SE: 480 Generalize #1-3	
54.	CCSS.ELA.LITE RACY.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: 170 Summarize	SE: 317 #27 Research and Evaluate Scholarships	
55.	CCSS.ELA.LITE RACY.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: 315 Assessment #15: Analyze Technology and Growth	SE: 386 Assessment #16: Analyze Information and Explain Actions	
56.	CCSS.ELA.LITE RACY.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: 135 Supporting English Language Learners: Beginning - Advanced High (2 nd column)	TE: 207 Supporting English Language Learners: Beginning - Advanced High (1st column)	
57.	CCSS.ELA.LITE RACY.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: 106 Supporting English Language Learners: Beginning - Advanced (2 nd column)	SE: 473 Analyze Structure	



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		SECTION 2.B -- GRADES 11-12 CCSS - Reading For Literacy in History/Social Studies	Citation Level 2	Citation Level 3	Score
58.	CCSS.ELA.LITE RACY.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: 64 Assessment #16: Evaluate Ordinances and Regulations That Apply to Businesses	SE: 385 Assessment #5: Analyze U.S. Economic Policies and Analyze Information by Categorizing	
59.	CCSS.ELA.LITE RACY.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	TE: 30 My Story Video	SE: 124 Assessment #6: Interpret a Graph and Use Mathematical Skills	
60.	CCSS.ELA.LITE RACY.RH11-12.8	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	SE: 496–497 Evaluate Existing Arguments #1-3	SE: 343 #2 Evaluate Arguments	
61.	CCSS.ELA.LITE RACY.RH11-12.9	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	TE: 29 Formulate Compelling Arguments with Evidence	SE: 385 Assessment #7: Analyze U.S. Economic Policies	
62.	CCSS.ELA.LITE RACY.RH11-12.10	10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	TE: 204 Examine Sources and Perspectives	SE: 156 Assessment #16: Identify and Evaluate Ordinances, Rules, and Regulations	
2.B GRADES 11-12 CCSS - Reading For Literacy in History/Social Studies				TOTAL SECTION 2.B SCORE	

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FORM F.13 Citation Alignment and Scoring Rubric – Social Studies Economics (Secondary)

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		<p>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).</p>			
		<p>SECTION 2.B -- GRADES 11-12 CCSS - Reading For Literacy in History/Social Studies</p>	<p>Citation Level 2</p>	<p>Citation Level 3</p>	<p>Score</p>
		<p>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).</p>			
		<p>SECTION 2.C – GRADES 9-10 CCSS – Writing Standards for Literacy in History/Social Studies</p>	<p>Citation Level 2</p>	<p>Citation Level 3</p>	<p>Score</p>
	<p>CCSS.ELA.LITE RACY.WH9-10.1</p>	<p>1. Write arguments focused on discipline-specific content.</p>			
<p>63.</p>	<p>CCSS.ELA.LITE RACY.WH9-10.1a</p>	<p>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.</p>	<p>TE: 88 Supporting English Language Learners: Beginning - Advanced High (2nd column)</p>	<p>SE: 64 Assessment #16: Evaluate Ordinances and Regulations That Apply to Businesses</p>	
<p>64.</p>	<p>CCSS.ELA.LITE RACY.WH9-10.1b</p>	<p>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.</p>	<p>SE: 64 Assessment #11: Evaluate Government Rules and Regulations in the Free Enterprise System;</p>	<p>TE: 29 Synthesize: Use Evidence to Formulate Conclusions</p>	

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FORM F.13 Citation Alignment and Scoring Rubric – Social Studies Economics (Secondary)

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		SECTION 2.B -- GRADES 11-12 CCSS - Reading For Literacy in History/Social Studies	Citation Level 2	Citation Level 3	Score
65.	CCSS.ELA.LITE RACY.WH9-10.1c	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: 17 #6: Create a Concept and Create Written Presentation	SE: 315, Assessment #15: Analyze Technology and Growth	
66.	CCSS.ELA.LITE RACY.WH9-10.1d	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.	TE: 154 #1 Describe Basic Characteristics	SE: 385 Assessment #2, Explain Federal Reserve Actions and Analyze the Impact of Fiscal Policy	
67.	CCSS.ELA.LITE RACY.WH9-10.1e	e. Provide a concluding statement or section that follows from or supports the argument presented.	SE: 314, Assessment #10: Interpret Economic Data	SE: 499-500 Write an Essay #1-4	
	CCSS.ELA.LITE RACY.WH9-10.2	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.			
68.	CCSS.ELA.LITE RACY.WH9-10.2a	a. 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.	SE: 123 #1 Interpret a Graph, Create Economic Models, and Transfer Information	SE: 315 #15 Analyze Technology and Growth	
69.	CCSS.ELA.LITE RACY.WH9-10.2b	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.	SE: 266 Assessment 21: Examine, Explain, and Assess Personal Investment Options	SE: 386 Assessment 14: Analyze the Importance of Economic Philosophers	



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		SECTION 2.B -- GRADES 11-12 CCSS - Reading For Literacy in History/Social Studies	Citation Level 2	Citation Level 3	Score
70.	CCSS.ELA.LITE RACY.WH9-10.2c	c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	SE: 63 Assessment #8: Explaining Basic Characteristics of Economic Systems	TE: 321 Support for English Language Learners: Beginning - Advanced High (2nd column)	
71.	CCSS.ELA.LITE RACY.WH9-10.2d	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	SE: 63 #6: Understand Terms that Describe the U.S. Economic System	SE: 385 Assessment #2: Explain Federal Reserve Action and Analyze the Impact of Fiscal Policy	
72.	CCSS.ELA.LITE RACY.WH9-10.2e	e. 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: 64 Assessment #12: Identify Government Restrictions on Property	SE: 385 #4: Analyze Costs and Benefits	
73.	CCSS.ELA.LITE RACY.WH9-10.2f	f. 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)	SE: 385 Assessment #8: Analyze Tools and Explain Actions	SE: 387 Assessment #20: Analyze Changes in Characteristics	
74.	CCSS.ELA.LITE RACY.WH9-10.3	3. Incorporate narrative accounts into their analyses of individuals or events of historical import.	SE: 63 Assessment #7: Analyze the Importance and Impact of Economic Philosophers	TE: 307 Active Classroom	



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		SECTION 2.B -- GRADES 11-12 CCSS - Reading For Literacy in History/Social Studies	Citation Level 2	Citation Level 3	Score
75.	CCSS.ELA.LITE RACY.WH9-10.4	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SE: 206 Assessment #13: Evaluate Charitable Giving and Create Written Presentations	SE: 386 Assessment #11: Interpret and Evaluate Economic Data	
76.	CCSS.ELA.LITE RACY.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.	SE: 264 Assessment #2: Explain the Benefits	SE: 444 Assessment #1: Describe and Explain Economic Factors	
77.	CCSS.ELA.LITE RACY.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: 38 Active Classroom (blog entry)	TE: 211 Digital Activity	
78.	CCSS.ELA.LITE RACY.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: 63 Assessment #5: Examine Socialist Economic Systems	SE: 314 Assessment #9: Research and Evaluate Work-Study Programs	
79.	CCSS.ELA.LITE RACY.WH9-10.8	8. 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.	SE: 125 Assessment #11: Evaluate Government Rules and Regulations and Economic Data	SE: 385 Assessment #7: Analyze U.S. Economic Policies and Analyze and Evaluate Primary and Secondary Sources	

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		<p>SECTION 2.B -- GRADES 11-12 CCSS - Reading For Literacy in History/Social Studies</p>	<p>Citation Level 2</p>	<p>Citation Level 3</p>	<p>Score</p>
80.	<p>CCSS.ELA.LITE RACY.WH9-10.9</p>	<p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>TE: 133 Step 3 Synthesize: Evaluate Sources and Use Evidence to Formulate Conclusions</p>	<p>SE: 204 Assessment #2: Evaluate Rules and Regulations</p>	
81.	<p>CCSS.ELA.LITE RACY.WH9-10.10</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: 224 The Money Supply (1st Column)</p>	<p>SE: 205 Assessment #9: Identify Examples of Restrictions</p>	
		<p>2.C GRADES 9-10 -- CCCS – Writing Standards for Literacy in History/Social Studies</p>	<p>TOTAL SECTION 2.C SCORE</p>		



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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.LITE RACY.WH11-12.1	1. Write arguments focused on <i>discipline-specific content</i> .			
82.	CCSS.ELA.LITE RACY.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.	TE: 150 Active Classroom	SE: 64 Assessment #16: Evaluate Ordinances and Regulations That Apply to Businesses	
83.	CCSS.ELA.LITE RACY.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: 29 Formulate Compelling Arguments with Evidence (write argument before presenting)	SE: 64 Assessment #11: Evaluate Government Rules and Regulations in the Free Enterprise System	
84.	CCSS.ELA.LITE RACY.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	SE: 17 Assessment #6: Create a Concept and Create Written Presentation	SE: 315, Assessment #15: Analyze Technology and Growth	
85.	CCSS.ELA.LITE RACY.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: 313 Assessment #1: Describe the Role and Describe Changes	SE: 385 Assessment #2: Explain Federal Reserve Actions and Analyze the Impact of Fiscal Policy	

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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
86.	CCSS.ELA.LITE RACY.WH11-12.1e	e. Provide a concluding statement or section that follows from or supports the argument presented.	SE: 63 Assessment #1: Explain Basic Economic Problems	SE: 315 Assessment #15: Analyze Technology and Growth	
	CCSS.ELA.LITE RACY.WH11-12.2	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.			
87.	CCSS.ELA.LITE RACY.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.	SE: 123 Assessment #1: Interpret a Graph, Create Economic Models, and Transfer Information	TE: 264 Support for English Language Learners: Beginning - Advanced High (1 st column)	
88.	CCSS.ELA.LITE RACY.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: 266 Assessment #23: Evaluate Buying a Home	SE: 385 Assessment #1: Analyze the Importance of Economic Philosophers	
89.	CCSS.ELA.LITE RACY.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: 18 Assessment #7: Explain Economic Concepts	TE: 321 Support for English Language Learners: Beginning - Advanced High (2nd column)	

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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
90.	CCSS.ELA.LITE RACY.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: 65 Assessment #17: Compare Economic Systems	SE: 385 Assessment #6: Describe the Role and the Changes Over Time	
91.	CCSS.ELA.LITE RACY.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: 64 Assessment #12: Identify Government Restrictions on Property	SE: 265 Assessment #11: Explain the Actions	
92.	CCSS.ELA.LITE RACY.WH11-12.3	3. Incorporate narrative accounts into their analyses of individuals or events of historical importance.	TE: 127 Active Classroom	TE: 307 Active Classroom	
93.	CCSS.ELA.LITE RACY.WH11-12.4	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SE: 206 Assessment #13: Evaluate Charitable Giving and Create Written Presentations	SE: 386 Assessment #11: Interpret and Evaluate Economic Data	
94.	CCSS.ELA.LITE RACY.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.	TE: 133 Draft the Essay	TE: 293 Support for English Language Learners: Beginner - Advanced High (1st column)	

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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
95.	CCSS.ELA.LITE RACY.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: 38 Active Classroom (blog entry)	TE: 175 Research	
96.	CCSS.ELA.LITE RACY.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.	TE: 45 Differentiate: Challenge/Gifted	SE: 264 Assessment #8: Assess the Transition from Renting to Home Ownership	
97.	CCSS.ELA.LITE RACY.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: 63 Differentiate: Extra Support	SE: 385 Assessment #7: Analyze U.S. Economic Policies and Analyze and Evaluate Primary and Secondary Sources	
98.	CCSS.ELA.LITE RACY.WH11-12.9	9. Draw evidence from informational texts to support analysis, reflection, and research.	SE: 18 Assessment #13: Write About the Essential Question	SE: 124 Assessment #10: Evaluate Government Rules and Regulations and Attribute Ideas and Information	



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		<p>SECTION 2.D – GRADES 11-12 CCSS – Writing Standards for Literacy in History/Social Studies</p>	<p>Citation Level 2</p>	<p>Citation Level 3</p>	<p>Score</p>
<p>99.</p>	<p>CCSS.ELA.LITE RACY.WH11- 12.10</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>SE: 17 Assessment #6: Explain a Concept and Create Written Presentations</p>	<p>TE: 281 English Language Proficiency Standards: Beginning - Advanced High (1st column)</p>	
		<p>2.D GRADES 11-12 -- CCSS – Writing Standards for Literacy in History/Social Studies</p>	<p>TOTAL SECTION 2.D SCORE</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): All 3 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
	Materials aligned with standards provide sequential, cumulative instruction and practice opportunities for a full range of foundational skills. <i>(Specify or cite how the following instructional recommendations occur within this curriculum.)</i>				
100.	Speaking and Listening: 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: 28-29 Topic Inquiry: Civic Discussion	TE: 198 Discuss	TE: 268 Active Classroom	
101.	Speaking and Listening: Provide opportunities for students to develop oral fluency (e.g., oral presentation).	SE: 18 Assessment #8: Explain Basic Economic Problems	SE: 123 Assessment #5: Understand the Effect of Changes in Price and Create an Oral Presentation	SE: 205 Assessment #6: Explain Corporations and Create Oral Presentations	
102.	Speaking and Listening: Provide multimedia and technology sources so students can compare and contrast the knowledge they gain from reading texts to multimedia sources.	TE: 76 My Story Video	TE: 108 Digital Start Up Activity	TE: 142 Interactive Gallery	
103.	Academic Vocabulary: Provide focused resources to support students' acquisition of both general academic vocabulary and domain-specific vocabulary.	TE: 86 Differentiate: Extra Support	TE: 143 Differentiate: Extra Support	TE: 236 Define	

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	SECTION 2.E: Other Relevant Criteria – Publisher’s Criteria	Occurrence 1	Occurrence 2	Occurrence 3	Score
104.	Content: Provide clearly stated learning goals and objectives for lessons and tasks aligned with the CCSS.	SE: 27 Reading Standards: Objectives	SE: 233 Reading Standards: Objectives	SE: 390 Reading Standards: Objectives	
105.	Content: 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: 8 Topic 1, Lesson 1, Scarcity, Pacing Guide with Objectives	TE: 180 Topic 5, Lesson 4, Nonprofit Organizations, Pacing Guide with Objectives	TE: 328 Topic 9, Lesson 2, Fiscal Policy Options, Pacing Guide with Objectives	
106.	Equity: Offer strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.	TE: 135 Supporting English Language Learners	TE: 242 Differentiate: Extra Help	TE: 335 Differentiate: Extra Support	
107.	Equity: 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: 65 Assessment #19: Identify Economic Concepts in the U.S. Constitution	TE: 132 Analyze the Documents	SE: 385 Assessment #5: Analyze U.S. Economic Policies and Analyze Information by Categorizing	
108.	Equity: Provide opportunities for teacher and students to integrate with other content areas.	TE: 21 Differentiate: Extra Support (Math-Statistics)	TE: 187 Active Classroom (2 nd column)	TE: 395 Active Classroom (Geography)	
109.	Assessment: Offer assessment tools that measure student progress in all strands of the CCSS.	SE: 64 Assessment #16: Evaluate Ordinances and Regulations That Apply to Businesses	SE: 386, #16: Analyze Information and Explain Actions	SE: 387 Assessment 22: Write About the Essential Question	



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	SECTION 2.E: Other Relevant Criteria – Publisher’s Criteria	Occurrence 1	Occurrence 2	Occurrence 3	Score
110.	Assessment: Offer varied formative and summative assessment tools, clearly defining which standards are being assessed.	SE: 63 Assessment #6: Understand Terms that Describe the U.S. Economic System	SE: 123, #1: Interpret a Graph, Create Economic Models, and Transfer Information	SE: 385 #7: Analyze U.S. Economic Policies and Analyze and Evaluate Primary and Secondary Sources	
111.	Technology and Digital Resources: Materials include teacher supports, strategies and resources in the Teacher Edition that are user-friendly and supportive of student learning.	TE: 64 Interactive Gallery	TE: 134 My Story Video	TE: 155 Digital Start Up Activity	
SECTION 2.E– OTHER RELEVANT CRITERIA – PUBLISHER’S CRITERIA				TOTAL SECTION 2.E SCORE	



FORM F.13 Citation Alignment and Scoring Rubric – Social Studies Economics (Secondary)

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	SECTION 2.F: Other Relevant Criteria – Student/Teacher Edition	Occurrence 1	Occurrence 2	Occurrence 3	Score
112.	The textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability.	SE: 66 Photo	SE: 291 Photo	SE: 420 Photo	
113.	The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences.	SE: 181 Contrast	SE: 433 Support Ideas with Examples	SE: 446 Assessment #13: Examine Free Enterprise and Explain Corporations	
114.	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: 158 Essential Question	TE: 246 Synthesize	SE: 346 Essential Question	
115.	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.	TE: 45 Quick Instruction, Analyze Images (History)	TE: 90 Use a Formula to Calculate	TE: 371 Digital Start Up Activity (Math)	
116.	The textbook provides references to support student learning such as a glossary and word lists.	SE: 474 21st Century Skills: Sequence	SE: 506-520 Atlas	SE: 521-537 Glossary	
117.	Within each lesson of the Teacher’s Edition, there are clear measurable learning objectives and opportunities for differentiated instruction.	TE: 12 Differentiate: Extra Support	TE: 31 Supporting English Language Learners	TE: 43 Objectives	
118.	The Teacher’s Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners.	TE: 52 Differentiate: Extra Support	TE: 109 Differentiate: Extra Support	TE: 188 Differentiate: Gifted/Challenge	



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	SECTION 2.F: Other Relevant Criteria – Student/Teacher Edition	Occurrence 1	Occurrence 2	Occurrence 3	Score
119.	The Teacher's Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.)	TE: 196 Supporting English Language Learners	TE: 218 Supporting English Language Learners	TE: 251 Supporting English Language Learners	
120.	The Teacher's Edition provides writing activities where students explain their thinking.	TE: 31 Supporting English Language Learners: Beginning - Advanced High (2 nd column)	TE: 99 Supporting English Language Learners: Beginning - Advanced High (2 nd column)	TE: 212 Supporting English Language Learners: Beginning - Advanced High (2 nd column)	
121.	The Teacher's Edition provides cooperative learning strategies.	TE: 15 Active Classroom	TE: 138 Active Classroom	TE: 224 Supporting English Language Learners: Beginning - Advanced High (1 st column)	
122.	The Teacher's Edition provides the teacher with instructional strategies for every lesson.	TE: 28-29 Topic Inquiry: Civic Discussion	TE: 147-152 Topic 4, Lesson 3	TE: 293 Supporting English Language Learners	
123.	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: 25 Digital Topic Review and Assessment	TE: 129 Lesson Quiz and Class Discussion Board	TE: 246 Synthesize	
124.	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: 82 Lesson Quiz and Class Discussion Board	TE: 129 Lesson Quiz and Class Discussion Board	TE: 287 Digital Topic Test	
SECTION 2.F – OTHER RELEVANT CRITERIA – STUDENT/TEACHER EDITION				TOTAL SECTION 2.F SCORE	