



FORM F.6 Citation Alignment and Scoring Rubric – Social Studies Sixth Grade

2016 Adoption Institute Grade K – 12 Social Studies

Publisher / Imprint:	Savvas Learning Company	Grade(s)	6
Title of Student Edition:	Savvas myWorld History, Survey Edition, Student Edition with Digital Courseware	ISBN:	9780133345001
Title of Teacher Edition:	Savvas myWorld History, Survey Edition, Teacher ProGuide	ISBN:	9780133176032
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: Reviewers: Please see Abbreviation Key on last page.
Section 1			Facilitator Signature: _____
Section 2.A			
Section 2.B			
Section 2.C			
Section 2.D			
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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- 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, PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
		I. HISTORY STUDENTS ARE ABLE TO IDENTIFY IMPORTANT PEOPLE AND EVENTS IN ORDER TO ANALYZE SIGNIFICANT PATTERNS, RELATIONSHIPS, THEMES, IDEAS, BELIEFS, AND TURNING POINTS IN NEW MEXICO, UNITED STATES, AND WORLD HISTORY IN ORDER TO UNDERSTAND THE COMPLEXITY OF THE HUMAN EXPERIENCE.			
	I.A	NEW MEXICO Explore and explain how people and events have influenced the development of New Mexico up to the present day:	Citation Level 2	Citation Level 3	Score
1.	I-A(1)	Describe the relationships among ancient civilizations of the world (e.g., scientific discoveries, architecture, politics, cultures and religious systems) and their connection to the early development of New Mexico.	SE: 98 Analyze Cause and Effect #8 PG-ANE: T16-T17 An Eye for an Eye	SE: 164 Compare and Contrast #14 PG-ANE: T46-T47 Math and the Pyramids	



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	I-B	UNITED STATES Analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the civil war and reconstruction in United States history:	Citation Level 2	Citation Level 3	Score
2.	I-B(1)	Explain and describe the origins, obstacles and impact of the age of exploration, to include: improvements in technology (e.g., the clock, the sextant, work of Prince Henry the navigator), voyages of Columbus to the new world and the later searches for the northwest passage, introduction of disease and the resulting population decline (especially among indigenous peoples), exchanges of technology, ideas, agricultural products and practices.	SE: 769 Categorize #6 SE: 775 Compare Viewpoints #6	PG-RE: 774 Compare and Contrast PG-RE: 777 Analyze Visuals	
	I-C	WORLD Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration.	Citation Level 2	Citation Level 3	Score
	I-C(1)	Describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations, to include:			
3.	I-C(1)a	significance of river valleys; early irrigation and its impact on agriculture;	SE: 117 Draw Conclusions #8 SE: 138 Analyze Visuals #12-15	SE: 164 #11 Draw Inferences PG-ANE: T35-T37 Water in the Desert	



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4.	I-C(1)b	forms of government (e.g., the theocracies in Egypt, dynasties in China);	SE: 151 Draw Inferences #7 PG-ANE: T16-T17 An Eye for an Eye	SE: 261 Compare and Contrast #5 PG-AIC: T64-T65 Announcement of Power	
5.	I-C(1)c	effect on world economies and trade;	SE: 134 Think Critically SE: 138 Draw Inferences #8	SE: 163 Draw Conclusions PG-ANE: T5-T7 Mesopotamian Trade and Transport	
6.	I-C(1)d	key historical figures;	PG-ANE: 122 Analyze Text PG-ANE: 143 Cause and Effect	PG-AIC: T40-T41 Interview Chandragupta and Ashoka PG-AIC: T70-T71 Ideas Shape Lives	
7.	I-C(1)e	religious traditions, cultural, and scientific contributions (e.g., writing systems, calendars, building of monuments such as the pyramids);	SE: 154 Think Critically SE: 164 Analyze Cause and Effect #13	PG-ANE: 153 Analyze Visuals PG-ANE: T28-T29 A Sound Alphabet	



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		SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
	I-C(2)	Describe and analyze the geographic, political, economic, religious and social structures of early civilizations of India, to include:			
8.	I-C(2)a	location and description of the river systems and other topographical features that supported the rise of this civilization;	PG-AIC: 200 Identify Details PG-AIC: 201 Cause and Effect (2 nd)	SE: 205 Essential Question SE: 228 Draw Conclusions #10	
9.	I-C(2)b	significance of the Aryan invasions;	SE: 211 Essential Question PG-AIC: 206 Summarize	PG-AIC: 207 Analyze Text PG-AIC: 208 Analyze Sources	
10.	I-C(2)c	structure and function of the caste system;	PG-AIC: T16 Caste Tableau PG-AIC: 209 Compare and Contrast	SE: 228 Categorize #12 PG-AIC: 210 Summarize	
11.	I-C(2)d	important aesthetic and intellectual traditions (e.g., Sanskrit literature, medicine, metallurgy, mathematics including Hindu-Arabic numerals and the number zero);	SE: 247 Analyze Cause and Effect #8 PG-AIC: 246 Summarize	SE: 248 Core Concepts: Science and Technology #15 PG-AIC: 244 Analyze Visuals	



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		SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
	I-C(3)	Describe and analyze the geographic, political, economic, religious and social structures of the early civilizations in China, to include:			
12.	I-C(3)a	location and description of the origins of Chinese civilization in the Huang-He valley, Shang dynasty, geographical features of China that made governance and movement of ideas and goods difficult and served to isolate the country;	SE: 257 Essential Question PG-AIC: T60 Activity	PG-AIC: 256 Cause and Effect PG-AIC: 254 Summarize	
13.	I-C(3)b	life of Confucius and the fundamental teachings of Confucianism and Taoism;	SE: 268 Summarize #8 PG-AIC: 264 Analyze Sources	SE: 267 Solve Problems #5 SE: 269 Writing Task #3	
14.	I-C(3)c	rule by dynasties (e.g., Shang, Qin, Han, Tang, and Ming);	SE: 277 Analyze Cause and Effect #7 PG-AIC: 275 Summarize	SE: 281 Solve Problems #7 PG-AIC: 278 Compare and Contrast	
15.	I-C(3)d	historical influence of China on other parts of the world (e.g., tea, paper, wood-block printing, compass, gunpowder);	PG-AIC: 284 Analyze Visuals PG-AIC: 285 Problem Solve	SE: 287 Draw Inferences #6 SE: 288 Draw Conclusions #11	
16.	I-C(4)	Describe major religions of the world to include Hinduism, Buddhism, Judaism, Christianity and Islam (e.g., founding leaders, traditions, customs, beliefs);	SE: 175 Draw Conclusions #7 SE: 219 Draw Conclusions #7	SE: 225 Thinking Critically SE: 413 Analyze Primary Sources #7	



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		SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
	I-C(5)	compare and contrast the geographic, political, economic, and social characteristics of the ancient Greek, ancient Roman, Ottoman, Indian, Arabic, African and middle eastern civilizations and their enduring impacts on later civilizations, to include:			
17.	I-C(5)a	influence of Mediterranean geography on the development and expansion of the civilizations	PG-AG: 300 Infer PG-AR: T10 Location, Location!	PG-AG: 301 Cause and Effect PG-AR: 364 Compare and Contrast	
18.	I-C(5)b	development of concepts of government and citizenship (e.g., democracy, republic, codification of laws, Code of Hammurabi); scientific and	PG-ANE: 122 Analyze Text PG-BIC: 441 Analyze Cause and Effect	SE: 317 Compare and Contrast #6 PG-AR: 370 Express Opinions	
19.	I-C(5)c	cultural advancements (e.g., networks of roads, aqueducts, art, architecture, literature, theater, philosophy);	SE: 343 Draw Conclusions #6 PG-AR: 393 Cause and Effect	PG-AIC: T94 Continuum of Han Achievement PG-AG: 347 Compare and Contrast	
20.	I-C(5)d	contributions and roles of key figures (e.g., Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, Augustus); and	PG-AG: 337 Cause and Effect PG-AG: 345 Analyze Sources	PG-AR: 383 Summarize PG-AR: 390 Cause and Effect	



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		SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
	I-C(6)	Compare and contrast the political and economic events and the social and geographic characteristics of medieval European life and their enduring impacts on later civilizations, to include:			
21.	I-C(6)a	creation and expansion of the Byzantine empire;	SE: 435 Essential Question PG-BIC: 433 Compare and Contrast	SE: 444 Make Inferences #9 PG-BIC: 434 Cause and Effect	
22.	I-C(6)b	reasons for the fall of the Roman Empire;	SE: 419 Analyze Cause and Effect #7 PG-AR: 415 Compare and Contrast2	PG-AR: 417 Cause and Effect PG-AR: 418 Compare and Contrast	
23.	I-C(6)c	new forms of government, feudalism and the beginning of limited government with the Magna Carta;	SE: 645 Synthesize #8 SE: 676 Draw Inferences #10	SE: 663 Make Inferences #6 SE: 677 Writing Task #3	
24.	I-C(6)d	role of the Roman Catholic Church and its monasteries;	SE: 639 Draw Conclusions #7 PG-EMA: 635 Summarize	SE: 646 Summarize #9 PG-EMA: T16 Challenge (2 nd column)	
25.	I-C(6)e	causes, course and effects of the Crusades; impact of the black plague; contributions and roles of key figures (e.g., Charlemagne, Joan of Arc, Marco Polo).	SE: 633 Draw Conclusions #8 PG-EMA: 681 Draw Conclusions	SE: 671 Draw Conclusions #5 PG-EMA: 668 Analyze Text	



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		SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
		SKILLS			
	I-D	Research historical events and people from a variety of perspectives.	Citation Level 2	Citation Level 3	Score
26.	I-D(1).	organize information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions;	PG-CC: T5 Timeline Builders (Create) PG-CC: T7 Planning History (Design)	PG-O: T41 Religion Research (Compare) PG-AG: Polis Timeline, T10–T11	
27.	I-D(2).	identify different points of view about an issue or topic; and	SE: 290-291 Analyze the Documents PG- PG-CC: T31 Debate and Defend (Compare)	SE: 478-479 Analyze the Documents SE: 1000-1001 Analyze the Documents	
28.	I-D(3).	use a decision-making process to identify a situation that requires a solution; gather information, identify options, predict consequences and take action to implement that solution.	PG-CC: T25 Rank Responsibilities PG-CC: T29 Entrepreneurs	PG-AIC: T35–T37 Outline a Documentary PG-AR: T16–T17 Who Decides?	



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SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS			Citation Level 2	Citation Level 3	Score
II. GEOGRAPHY STUDENTS UNDERSTAND HOW PHYSICAL, NATURAL, AND CULTURAL PROCESSES INFLUENCE WHERE PEOPLE LIVE, THE WAYS IN WHICH PEOPLE LIVE, AND HOW SOCIETIES INTERACT WITH ONE ANOTHER AND THEIR ENVIRONMENTS.					
II-A Analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present, and future in terms of patterns, events, and issues.			Citation Level 2	Citation Level 3	Score
29.	II-A(1).	identify the location of places using latitude and longitude; and	SE: 12 Map notes SE: 16 #11 Categorize	SE: 766 Magellan's Voyage SE: 768 Images	
30.	II-A(2).	draw complex and accurate maps from memory and interpret them to answer questions about the location of physical features.	SE: 139 21 st Century Learning SE: 165 21 st Century Learning	PG-CC: T13 From Here to There! PG-CC: T15 Mapping My Day	



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		SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
		II-B. Explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change:	Citation Level 2	Citation Level 3	Score
31.	II-B(1).	explain how places change due to human activity;	PG-O: T42 Enrichment: Monumental Jobs (Activity) PG-ANE: Enrichment: T42 The Aswan High Dam (Activity)	PG-AAC: T60 Enrichment: The Technology of Irrigation; PG-MW: 995 Summarize	
32.	II-B(2).	explain how places and regions serve as cultural symbols and explore the influences and effects of regional symbols; and	PG-BIC: T29–T31 Islamic Community Center PG-BIC: T57 Tacking Travel	PG-AAC: T72 Enrichment: The Ainu of Northern Japan (Activity) PG-CA: T23–T25 Where in the Americas?	
33.	II-B(3).	identify a region by its formal, functional or perceived characteristics.	PG-CC: 11 Infer PG-AIC: T53–T55 Clues to Ancient China	PG-AG: T35–T37 Digging the Hellenistic World PG-BIC: T34–T35 Living in Arabia	



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		SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
		II-C. Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes:	Citation Level 2	Citation Level 3	Score
34.	II-C(1).	compare and contrast the influences of man-made and natural environments upon ancient civilizations.	PG-ANE: 160 Compare and Contrast PG-ANE: 162 Compare and Contrast	PG-AIC: T5–T7 A Trip Through India PG-CA: T5–T7 The myWorld Journal of History (culture develops in response to environment)	
		II-D. Explain how physical processes shape the Earth’s surface patterns and biosystems:	Citation Level 2	Citation Level 3	Score
35.	II-D(1).	describe how physical processes shape the environmental patterns of air, land, water, plants and animals.	PG-O: 71 Cause and Effect PG-ANE: T35–T37 Water in the Desert	PG-MW: 995 Summarize PG-AAC: T12 Enrichment: Navigable Rivers in Africa (Activity)	



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		SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
		II-E. Explain how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict:	Citation Level 2	Citation Level 3	Score
36.	II-E(1).	explain how human migration impacts places, societies and civilizations;	PG-AAC: T35–T37 Trade With Other Lands PG-AAC: T48 Enrichment: Foreigners Welcome (Activity)	SE: 997 Compare Viewpoints #8 PG-ANE: T84–T85 Exploring Dispersion	
37.	II-E(2).	describe, locate and compare different settlement patterns throughout the world; and	PG-ANE: T22–T23 Enrichment: Rebuilding Babylon PG-AR: T10–T11 Location! Location!	PG-BIC: T10–T11 Put It Here PG-CA: T23–T25 Where in the Americas?	
38.	II-E(3).	explain how cultures create a cultural landscape, locally and throughout the world, and how these landscapes change over time.	PG-CC: T43 Track That Trait PG-O: T29–T31 The Road to Civilization	PG-AAC: T65–T67 The Flow of Culture PG-AR: T69 Roman Religion and Culture	
		II-F. Understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution and relative importance of resources.	Citation Level 2	Citation Level 3	Score
39.	II-F(1).	Understand how resources impact daily life.	SE: 228 Draw Conclusions #10 SE: 510 Draw Inferences #8	PG-AAC: T10 Local Connection PG-MW: 994 Summarize	



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		SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
		III. CIVICS AND GOVERNMENT STUDENTS UNDERSTAND THE IDEALS, RIGHTS, AND RESPONSIBILITIES OF CITIZENSHIP AND UNDERSTAND THE CONTENT AND HISTORY OF THE FOUNDING DOCUMENTS OF THE UNITED STATES WITH PARTICULAR EMPHASIS ON THE UNITED STATES AND NEW MEXICO CONSTITUTIONS AND HOW GOVERNMENTS FUNCTION AT LOCAL, STATE, TRIBAL, AND NATIONAL LEVELS.			
		III-A. Demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national):	Citation Level 2	Citation Level 3	Score
40.	III-A(1).	describe the concept of democracy as developed by the Greeks and compare the evolution of democracies throughout the world; and	SE: 873 Essential Question PG-AG: T22 Democracy: Debate	SE: 317 Compare and Contrast #6 PG-AG: 316 Draw Conclusions	
41.	III-A(2).	describe the concept of republic as developed by the Romans and compare to other republican governments.	SE: 375 Compare and Contrast #9 PG-AR: 370 Compare and Contrast	SE: 384 Compare and Contrast #5 PG-AR: 385 Writing Task	



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		III-B. Explain the significance of symbols, icons, songs, traditions, and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity:	Citation Level 2	Citation Level 3	Score
42.	III-B(1).	describe the significance of leadership in democratic societies and provide examples of local, national and international leadership, to include: qualities of leadership; names and contributions of New Mexico leaders; names and contributions of national leaders.	PG-AG:314 Summarize; PG-EMW: 883 Summarize	PG-AR: 372 Analyze Visuals; PG-CC: 25 Synthesize	
		III-C. Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government:	Citation Level 2	Citation Level 3	Score
43.	III-C(1).	explain how Greek and Roman societies expanded and advanced the role of citizen; and	PG-AG: 308 Analyze Visuals PG-AR: 371 Categorize	PG-AR: 372 Categorize PG-AG: 315 Compare and Contrast	
44.	III-C(2).	identify historical origins of democratic forms of government (e.g., early civilizations, Native American governments).	PG-AG: 316 Summarize PG-CA: 610 Primary Source	SE: 375 Compare and Contrast #9 PG-AG: T22 Report from Athens #3	



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		III-D. Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries:	Citation Level 2	Citation Level 3	Score
45.	III-D(1).	Understand that the nature of citizenship varies among societies.	SE: 27 Assessment #2 PG-CC: 26 Predict	SE: 305 Essential Question SE: 317 Essential Question	
		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. Explain and describe how individuals, households, businesses, governments, and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating.	Citation Level 2	Citation Level 3	Score
46.	IV-A(1).	Explain and predict how people respond to economic and intrinsic incentives.	SE: 523 Essential Question PG-AAC: 535 Cause and Effect	PG-CC: 29 Compare Viewpoints PG-AAC:492 Infer	

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		SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
		IV-B. Explain how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services:	Citation Level 2	Citation Level 3	Score
47.	IV-B(1).	describe the characteristics of traditional, command, market and mixed economic systems;	SE: 33 Assessment #1 PG-RE: 783 Draw Conclusions	SE: 939 Summarize #8 PG-CC: T30 myWorld Activity: Debate and Defend	
48.	IV-B(2).	explain how different economic systems affect the allocation of resources; and	PG-CC: T26-T27 myWorld Activity: Economics Memory PG-MW: 933 Sequence	PG-AIC: 285 Problem Solv PG-MW: 968 Predict	
49.	IV-B(3).	understand the role that “factors of production” play in a society’s economy (e.g., natural resources, labor, capital, entrepreneurs)	PG-RE: 781 Analyze Visuals PG-CC: T28-T29 myWorld Activity: Entrepreneurs	PG-CC: 28 Analyze Visuals PG-MW: T18 Activity	



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		IV-C Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today’s world:	Citation Level 2	Citation Level 3	Score
50.	IV-C(1).	compare and contrast the trade patterns of early civilizations; and	SE: 163 Draw Inferences #8 PG-ANE: T52 Challenge	PG-AG: 311 Cause and Effect PG-AR: 394 Synthesize	
51.	IV-C(2).	analyze the impact of the Neolithic agricultural revolution on mankind, and the impact of technological changes in the bronze age and the iron age.	PG-O: 82 Draw Conclusions; PG-O: 84 Synthesize	SE: 98 Analyze Cause and Effect #9 PG-O: 85 Compare and Contrast	
		ADDITIONAL NEW MEXICO STATE STANDARDS	Citation Level 2	Citation Level 3	Score
52.		Reading standards for informational text: integration of knowledge and ideas. Students will: (1) distinguish between primary and secondary sources;	SE: 7 Assessment #2 PG-CC: 6 Categorize	SE: 619 Draw Conclusions #1 PG-CC: T6 Extra Support	
53.		2) describe how the media use propaganda, bias, and stereotyping to influence audiences.	SE: 499 Identify Bias #8 PG-AR: T40 Extra Support	SE: 1002-1103 Be a Media Watchdog PG-MW: T52-T53 myWorld Activity: Propaganda Posters	
SECTION 1 – NEW MEXICO CONTENT STANDARDS AND BENCHMARKS			TOTAL SECTION 1 SCORE		

Publisher:

- Section 2.A-2.B criteria are scored as to whether the evidence demonstrates application of Bloom’s Taxonomy at the higher levels.

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		Section 2.A CCSS – READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	Citation Level 2	Citation Level 3	Score
54.	CCSS.Literacy in H/SS.6-8.1	Key Ideas and Details: Cite specific textual evidence to support analysis of primary and secondary sources.	SE: 100 Primary Source: Analyze Primary Sources	SE: 1001 Primary Source: Writing Task	
55.	CCSS.Literacy in H/SS.6-8.2	Key Ideas and Details: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	SE: 190 Primary Source: Summarize	SE: 291 Primary Source: Writing Task (explain ideas)	
56.	CCSS.Literacy in H/SS.6-8.3	Key Ideas and Details: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	PG-CC: T15 Mapping My Day	PG-O: T12 Enrichment: Carbon Dating (Activity)	
57.	CCSS.Literacy in H/SS.6-8.4	Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	PG-O: T18 Enrichment: Language Sources	PG-AG: T24 Enrichment: Origins of the Vocabulary of Government (Activity)	



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58.	CCSS.Literacy in H/SS.6-8.5	Craft and Structure: Describe how a text presents information (e.g., sequentially, comparatively, causally).	SE: 101 Primary Source: Analyze Cause and Effect	SE: 478 Analyze Details (extent and impact)	
59.	CCSS.Literacy in H/SS.6-8.6	Craft and Structure: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	SE: 291 Primary Source: Compare Viewpoints	SE: 883 Compare Viewpoints	
60.	CCSS.Literacy in H/SS.6-8.7	Integration of Knowledge and Ideas: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	PG-CC: T14 Historical Maps (Connect)	PG-AIC: T14 Extra Support: Trace Aryans and Native Americans migration on maps	
61.	CCSS.Literacy in H/SS.6-8.8	Integration of Knowledge and Ideas: Distinguish among fact, opinion, and reasoned judgment in a text.	PG-AG: T16–T17 Taking Sides	PG-AG: T22 Special Needs	
62.	CCSS.Literacy in H/SS.6-8.9	Integration of Knowledge and Ideas: Analyze the relationship between a primary and secondary source on the same topic	PG-CC: 6 Categorize	SE: 883 Compare and Contrast	
63.	CCSS.Literacy in H/SS.6-8.10	Range of Reading and Level of Text Complexity: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	SE: 101 Draw Conclusions	SE: 884-885 21 st Century Learning	

SECTION 2.A: COMMON CORE READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	TOTAL SECTION 2.A SUBTOTAL	
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		SECTION 2.B: COMMON CORE WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	Citation Level 2	Citation Level 3	Score
		Text Types and Purposes: Write arguments focused on discipline-specific content:			
	CCSS.ELA-Literacy.WHST.6-8.1				
64.	CCSS.Literacy in H/SS.6-8.1A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	SE: 51 Writing Task #3	SE: 511 Writing Task #3	
65.	CCSS.ELA-Literacy.WHST.6-8.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	SE: 77 Writing Task #3	SE: 445 Writing Task #3	
66.	CCSS.ELA-Literacy.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	SE: 269 Essential Question	SE: 543 Essential Question	
67.	CCSS.ELA-Literacy.WHST.6-8.1.D	Establish and maintain a formal style.	PG-AAC: T46 Local Connection	SE: 823 Writing Task #3	
68.	CCSS.ELA-Literacy.WHST.6-8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.	PG-EMW: T12, #3 Activity	PG-EMW: T70 Challenge	
		Text Types and Purposes: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes:			
	CCSS.Literacy in H/SS.6-8.2				
69.	CCSS.ELA-Literacy.WHST.6-8.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	SE: 189 Writing Task #3	SE: 291 Writing Task #2	

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70.	CCSS.ELA-Literacy.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	SE: 165 Essential Question	PG-AAC: T20	
71.	CCSS.ELA-Literacy.WHST.6-8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	SE: 477 Writing Task #3	PG-CA: T16 Section Summaries	
72.	CCSS.ELA-Literacy.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE: 785 Writing Task #3	PG-CA: T12 Activity	
73.	CCSS.ELA-Literacy.WHST.6-8.2.E	Establish and maintain a formal style and objective tone	PG-AAC: T48 Activity	SE: 735 Writing Task #3	
74.	CCSS.ELA-Literacy.WHST.6-8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.	SE: 543 Writing Task #3	SE: 921 Writing Task	
75.	CCSS.ELA-Literacy.WHST.6-8.4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SE: 77 Writing Task #3	SE: 543 Writing Task #3	
76.	CCSS.ELA-Literacy.WHST.6-8.5	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	SE: 289 Writing Task	PG-AG: T22 Report From Athens	
77.	CCSS.ELA-Literacy.WHST.6-8.6	Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	SE: 192-193 Solve a Water Shortage	SE: 477 21 st Century Learning	

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78.	CCSS.ELA-Literacy.WHST.6-8.7	Research to Build and Present Knowledge: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	SE: 77 21 st Century Learning: Search for Information on the Internet	SE: 385 21 st Century Learning: Search for Information on the Internet	
79.	CCSS.ELA-Literacy.WHST.6-8.8	Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	SE: 353 21 st Century Learning: Evaluate Web Sites	SE: 949 21 st Century Learning	
80.	CCSS.ELA-Literacy.WHST.6-8.9	Research to Build and Present Knowledge: Draw evidence from informational texts to support analysis reflection, and research.	PG-AR: T42 Activity	PG-MW: T12 Activity	
81.	CCSS.ELA-Literacy.WHST.6-8.10	Range of Writing: 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.	PG-CA: T34 Close Quarters	SE: 620–621 Script a Documentary	

SECTION 2.B: COMMON CORE WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

**TOTAL
SECTION 2.B
SUBTOTAL**



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- **Publisher:**
- Section 2.C-2.D criteria are scored as to whether the evidence occurs in the instructional material; they are NOT scored using Bloom's.
- Citations for Section 2.C-2.D "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.C: 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>	Occurrence 1	Occurrence 2	Occurrence 3	Score
82.	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.	PG-AIC: T40 myWorld Activity	PG-AG: T58 Round-Table Discussion	PG-AAC: T63 Connect to Their Lives	
83.	Speaking and Listening: Provide opportunities for students to develop oral fluency (e.g., oral presentation).	PG-AG: T63 Respond with a Speech	SE: 647 21 st Century Learning: Give an Effective Presentation	SE: 823 21 st Century Learning (give a speech)	
84.	Speaking and Listening: Provide multimedia and technology sources so students can compare and contrast the knowledge they gain from reading texts to multimedia sources.	SE: 249 21 st Century Learning: Solve Problems	SE: 292-293 21 st Century Learning: Plan a Cultural Website	SE: 353 21 st Century Learning: Evaluate Web Sites	



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	SECTION 2.C: Other Relevant Criteria – Publisher’s Criteria	Occurrence 1	Occurrence 2	Occurrence 3	Score
85.	Academic Vocabulary: Provide focused resources to support students’ acquisition of both general academic vocabulary and domain-specific vocabulary.	PG-AIC: T22 Literacy Review	SE: 322 Explain #4	SE: 867 Key Terms #1, 2	
86.	Content: Provide clearly stated learning goals and objectives for lessons and tasks aligned with the CCSS.	PG-ANE: 104 Guide on the Side	PG-CC: T4 Lesson Plan Objectives and Set Expectations	PG-CC: T34 Lesson Plan Objectives and Set Expectations	
87.	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.	PG-Overview: 52-57	PG-Overview: 58- 59	PG-ANE: T2-T3 Chapter Resource Guide	
88.	Equity: Offer strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.	PG-CA: T38 Special Needs	PG-EMA: T50 Extra Support	PG-MW: T69 ELL Support	
89.	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: 249 Essential Question	SE: 574-575 Chart Cultural Change	SE: 617 21 st Century Learning: Develop Cultural Awareness	
90.	Equity: Provide opportunities for teacher and students to integrate with other content areas.	PG-RE: T30 Enrichment: Michelangelo	PG-AAC: T84 Enrichment: Haiku by Basho	PG-EMW: T40-T41 Art Detective	
91.	Assessment: Offer assessment tools that measure student progress in all strands of the CCSS.	SE: 75 Think Critically	SE: 477 Document-Based Questions	SE: 58 Identify Main Idea and Details	



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	SECTION 2.C: Other Relevant Criteria – Publisher’s Criteria	Occurrence 1	Occurrence 2	Occurrence 3	Score
92.	Assessment: Offer varied formative and summative assessment tools, clearly defining which standards are being assessed.	PG-ANE: T5 myWorld Chapter Activity	PG-CA: T5 myWorld Chapter Activity	PG-AG: T5 myWorld Chapter Activity, Assess Enduring Understandings	
93.	Technology and Digital Resources: Materials include teacher supports, strategies and resources in the Teacher Edition that are user-friendly and supportive of student learning.	PG-AAC: T4 Explore my worldhistory.com	PG-O: 102-103 21 st Century Learning: Search for Information on the Internet	PG-MW: T4 Explore my worldhistory.com	
SECTION 2.C – OTHER RELEVANT CRITERIA – PUBLISHER’S CRITERIA				SECTION 2.C SUBTOTAL	



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	SECTION 2.D: Other Relevant Criteria – Student/Teacher Edition	Occurrence 1	Occurrence 2	Occurrence 3	Score
94.	The textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability.	SE: 40 Photo	SE: 43 Clothing Photos	SE: 979 Photos	
95.	The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences.	SE: 180 Jewish Traditions	SE: 210 Caste and Daily Life	SE: 508 West African Art and Culture	
96.	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: 54, Essential Question; Explore the Essential Question	SE: 386, Essential Question; Explore the Essential Question	SE: 888, Essential Question; Explore the Essential Question	
97.	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: 49 Assessment #1, 2 Science and Technology)	SE: 541 Essential Question: What are the consequences of technology?	SE: 715 Essential Question: What distinguishes one culture from another?	
98.	The textbook provides references to support student learning such as a glossary and word lists.	SE: 1004-1019 Atlas	SE: 1022-1048 Glossary	SE: 4-5 Core Concepts: Measuring Time	
99.	Within each lesson of the Teacher’s Edition, there are clear measurable learning objectives and opportunities for differentiated instruction.	PG-BIC: T10 Extra Support	PG-AR: T20 Special Needs	PG-AG: T26 Objectives	
100.	The Teacher’s Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners.	PG-AIC: T21 ELL Support	PG-RE: T8 Experience: Challenge	PG-ANE: T38 Experience: Extra Support	



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	SECTION 2.D: Other Relevant Criteria – Student/Teacher Edition	Occurrence 1	Occurrence 2	Occurrence 3	Score
101.	The Teacher's Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.)	PG-ANE: T45 ELL Support	PG-BIC: T51 ELL Support	PG-EMA: T21 ELL Support	
102.	The Teacher's Edition provides writing activities where students explain their thinking.	PG-AIC: T84 Activity	PG-ANE: T18 Activity	PG-AG: T44 Challenge	
103.	The Teacher's Edition provides cooperative learning strategies.	PG-O: T16-T17 Get Yours Now	PG-BIC: T22-T23 Spread the Word	PG-AIC: T64 Plan a Walled City	
104.	The Teacher's Edition provides the teacher with instructional strategies for every lesson.	PG-BIC: T32-453 Chapter 15: Section 1 Lesson Plan	PG-CA: T14-595 Chapter 19: Section 2 Lesson Plan	PG-EMA: T44-671 Chapter 22: Section 3 Lesson Plan	
105.	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.	PG-AIC: T49 Section Quiz	PG-AIC: T77 Assess Enduring Understandings	PG-AG: 352–353 Chapter Assessment	
106.	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.	PG-ANE: T2 Understand: Assessment Booklet	PG-AR: 420-421 Chapter Assessment	PG-CC:T6 Lesson Plan	
SECTION 2.D – OTHER RELEVANT CRITERIA – STUDENT/TEACHER EDITION				SECTION 2.D SUBTOTAL	

Savvas myWorld History Survey Edition Abbreviation Key

ProGuide (Teacher's Guides) Abbreviations

PG-CC: Core Concepts

PG-O: Origins

PG-ANE: Ancient Near East

PG-AIC: Ancient India and China

PG-AG: Ancient Greece

PG-AR: Ancient Rome

PG-BIC: The Byzantine Empire and Islamic Civilization

PG-AAC: African and Asian Civilizations

PG-CA: Civilizations of the Americas

PG-EMA: Europe in the Middle Ages

PG-RE: Rise of Europe