



Form F.8 Citation Alignment and Scoring Rubric – Social Studies Eighth Grade

2016 Adoption Institute Grade K – 12 Social Studies

Publisher / Imprint:	Pearson Education, Inc., publishing as Prentice Hall	Grade(s)	8
Title of Student Edition:	Pearson American History, Beginnings Through Reconstruction, Student Edition with Digital Courseware	ISBN:	9780133335477
Title of Teacher Edition:	Pearson American History, Beginnings Through Reconstruction, Teacher's Edition	ISBN:	9780133332612
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			
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, 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).	Compare and contrast the settlement patterns of the American southwest with other regions of the United States.	SE: 356 Analyze Maps; SE: 358 Analyze Maps	TE: 244 Further Instruction: Compare and Contrast TE: 245 Interactive Map, Further Instruction	



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		SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
2.	I-A(2).	Analyze New Mexico’s role and impact on the outcome of the civil war (e.g., strategic geographic location, significance of the battle of Glorieta Pass, trade routes to California, native allegiances).	Not addressed	Not addressed	
3.	I-A(3).	Explain the role New Mexico played in the United States participation in the Spanish American war.	Not addressed	Not addressed	
	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:			
4.	I-B(1)a.	attempts to regulate colonial trade through passage of Tea Act, Stamp Act and Intolerable Acts; colonists’ reaction to British policy (e.g., boycotts, the sons of liberty, petitions, appeals to parliament);	SE: 140 Assessment, #4, Infer TE: 89 Analyze Information	SE: 173 Assessment #4: Analyze the Causes of the American Revolution SE: 174 Assessment #8: Analyze Reasons for and Impact of Civil Disobedience	
5.	I-B(1)b.	the ideas expressed in the declaration of independence, including the preamble;	SE: 155-157 The Declaration of Independence & Assessment #5: Evaluate Arguments TE: 103 Generate Explanations (right column)	SE: 174 Assessment #13: Identify Colonial Grievance in the Declaration of Independence TE: 105 Summarize	



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		SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
	I-B(2).	Describe the aspirations, ideals and events that served as the foundation for the creation of a new national government, to include:	Citation Level 2	Citation Level 3	Score
6.	I-B(2)a.	Articles of Confederation, the Constitution and the success of each in implementing the ideals of the Declaration of Independence;	SE: 196 Assessment #3: Draw Conclusions SE: 230 Assessment #1: Explain Articles of Confederation	SE: 202 Assessment #2: Hypothesize SE: 230 Assessment #6: Explain Grievances Addressed in U.S. Constitution	
7.	I-B(2)b.	major debates of the constitutional convention and their resolution (e.g., the federalist papers), contributions and roles of major individuals in the writing and ratification of the constitution (e.g., George Washington, James Madison, Alexander Hamilton, Thomas Jefferson, James Monroe, John Jay);	SE: 187 Virginia and New Jersey Plans: Analyze Information SE: 190 Assessment #3: Evaluate Arguments	SE: 230 Assessment #4: Analyze the Great Compromise SE: 230 Assessment #3: Analyze Arguments for Ratification	
8.	I-B(2)c.	struggles over ratification of the constitution and the creation of the bill of rights;	SE: 202 Assessment #2: Hypothesize SE: 223 Choosing Amendments for the Bill of Rights: Analyze Information	SE: 230 Assessment #3 Analyze Arguments for Ratification TE: 139, Support Ideas with Evidence	



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		SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
	I-B(3).	Describe and explain the actions taken to build one nation from thirteen states, to include:	Citation Level 2	Citation Level 3	Score
9.	I-B(3)a.	precedents established by George Washington (e.g., cabinet, two-term presidency); Alexander Hamilton’s financial plan (e.g., the national bank, payment of debts);	SE: 244 Assessment #1: Hypothesize SE: 295 Assessment #1: Analyze the Leadership of George Washington	SE: 295 Assessment #4: Explain Development of Free-Enterprise System TE: 169 Compare Points of View	
10.	I-B(3)b.	creation of political parties (Democratic Republicans and the Federalists);	SE: 248 Differing Views- Compare and Contrast SE: 250 The Election of 1796: Analyze Charts	SE: 295 Assessment #3: Explain the Origin of Political Parties TE: 175 Evaluate Arguments	
	I-B(4).	Describe the successes and failures of the reforms during the age of Jackson, to include:			
11.	I-B(4)a	The extension of franchise to all white men;	SE: 312 Assessment #1: Hypothesize TE: 210: Compare and Contrast	SE: 364 Assessment #9: Describe Expanded Suffrage TE: 212 Further Instruction: Identify Cause and Effect	



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12.	I-B(4)b	The Indian removal, The Trail of Tears, The Long Walk;	SE: 327 Explain SE: 328 Numbers Affected by Indian Removal: Identify Patterns	SE: 363 Assessment #6: Analyze Indian Removal Act TE: 223 Further Instruction: Identify Cause and Effect	
13.	I-B(4)c	The abolition movement (e.g., Quakers, Harriet Tubman, underground railroad);	SE: 411 Generate Explanations TE: 277 Further Instruction: Draw Conclusions	SE: 412 Assessment #1 Generate Explanations SE: 427 Assessment #14: Identify Points of View and Frames of Reference	
	I-B(5).	Describe, explain and analyze the aims and impact of western expansion and the settlement of the United States, to include:			
14.	I-B(5)a	American belief in Manifest Destiny and how it led to the Mexican War and its consequences;	SE: 354 Roots of Manifest Destiny: Analyze Charts SE: 362 Assessment #2 Summarize	SE: 364 Assessment #13: Explain the Roots of Manifest Destiny SE: 362 Assessment #3: Generate Explanations	



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		SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
15.	I-B(5)b	comparison of African American and Native American slavery; westward migration of peoples (e.g., Oregon, California, Mormons and Southwest);	SE: 54 Slavery in the Americas: Analyze Charts SE: 362 Assessment #1: Contrast	SE: 363 Assessment #4: Analyze California Gold Rush SE: 426 Assessment #8: Analyze Slavery's Impact	
16.	I-B(5)c	The origins and early history of the women's movement;	SE: 417 New Opportunities for Women: Analyze Graphs SE: 418 Assessment #1: Generate Explanations	SE: 418 Assessment #5 Summarize TE: 282 Further Instruction: Compare and Contrast	
	I-B(6).	Explain how sectionalism led to The Civil War, to include:	Citation Level 2	Citation Level 3	Score
17.	I-B(6)a.	The different economies that developed in the north, south and west; addition of new states to the union and the balance of power in the United States Senate (Missouri and 1850 Compromises);	SE: 375 Urban Growth & Industrialization: Analyze Graphs SE: 392 Southern Dependence on Agriculture: Analyze Data	SE: 436 Effects of the Compromise of 1850: Analyze Information SE: 438 #3 Summarize	



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18.	I-B(6)b.	The extension of slavery into the territories (e.g., Dred Scott decision, Kansas-Nebraska Act, Frederick Douglass, John Brown);	SE: 440 The Effects of the Kansas-Nebraska Act: Analyze Maps SE: 449 Assessment #1: Draw Conclusions	SE: 488 Assessment #4: Evaluate the Impact of Landmark Supreme Court Decisions TE: 305 Draw Conclusions	
19.	I-B(6)c.	The presidential election of 1860, Lincoln’s victory and the south’s secession;	SE: 451 Generate Explanations SE: 453, Compare and Contrast	SE: 452 Top Image – Infer TE: 311 Further Instruction: Synthesize	
I-B(7).		Explain the course and consequences of The Civil War and how it divided people in the United States, to include:	Citation Level 2	Citation Level 3	Score
I-B(7)a.		The contributions and significance of key figures (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, William Tecumseh Sherman, Ulysses S. Grant);	SE: 460 Assessment #5: Express Problems Clearly SE: 487 Assessment #3: Address Central Issues	SE: 488 Assessment #6: Explain Role of Abraham Lincoln in the Civil War SE: 489 #9 Explain the Battle of Gettysburg	



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		SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
I-B(7)b.		The major turning points in The Civil War, including Gettysburg; unique nature of the civil war (e.g., impact of Americans fighting Americans, high casualties caused by disease and type of warfare, widespread destruction of American property);	SE: 475 Civil War: Analyze Charts SE: 483, Image - Hypothesize	SE: 489 Assessment #9: Explain the Battle of Gettysburg and Robert E. Lee's Role in It TE: 325 Further Instruction: Analyze Data	
22.	I-B(7)c.	The role of African Americans; purpose and effect of the emancipation proclamation; and	SE: 472 African Americans during the Civil War: Analyze Data TE: 325 Identify Central Issues	TE: 324 Sequence Events SE: 477 Assessment #1: Draw Conclusions	
	I-B(8).	Analyze the character and lasting consequences of reconstruction, to include:	Citation Level 2	Citation Level 3	Score
23.	I-B(8)a.	Reconstruction plans; impact of Lincoln's assassination and the impeachment of Andrew Johnson;	SE: 498 Assessment #4: Compare SE: 505 Assessment #4: Draw Conclusions	SE: 520 Assessment #10: Explain Political Problems during Reconstruction TE: 344 Further Instruction: Compare and Contrast	



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24.	I-B(8)b.	Attempts to protect the rights and enhance the opportunities for freedmen by the 13th, 14th and 15 th amendments to the United States Constitution;	SE: 519 Assessment #6: Evaluate the Impact of Economic and Social Problems on Freedman SE: 519 Assessment #2: Describe the Impact of the Fourteenth Amendment	SE: 505 Assessment #5: Generate Explanations SE: 519, Assessment #8: Evaluate Legislative Reform Programs	
25.	I-B(8)c.	post-Civil War segregation policies and their resulting impact on racial issues in the United States.	SE: 505 Assessment #2: Generate Explanations SE: 512 Assessment #5: Explain	SE: 519 Assessment #7: Describe the Effects of Laws Passed... SE: 520 Assessment #14: Describe the Effects of Reconstruction...	
	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
26.	I-C(1).	Describe and explain the significance of the line of demarcation on the colonization of the New World;	Not addressed	Not addressed	



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27.	I-C(2).	Compare and contrast the influence of European countries (e.g., England, France, Holland) on the development of colonies in the New World;	SE: 91 Assessment #1: Analyze Information SE: 116 Assessment #4: Predict Consequences	SE: 116 Assessment #5 Summarize SE: 117 Assessment #1: Describe Causes of Spanish Colonization	
28.	I-C(3).	Describe and explain the impact of the American Revolution on France and the French Revolution.	SE: 242 Americans React to the French Revolution, Diagram-Analyze Information	TE: 171 Further Instruction: Evaluate Arguments	
	I-D	SKILLS Research historical events and people from a variety of perspectives.	Citation Level 2	Citation Level 3	Score
29.	I-D(1).	Demonstrate understanding and apply problem-solving skills for historical research, to include: use of primary and secondary sources; sequencing, posing questions to be answered by historical inquiry; collecting, interpreting and applying information; gathering and validating materials that present a variety of perspectives.	SE: 298 Assessment #21: Identify Points of View of Political Parties SE: 606-607 Write an Essay	SE: 173 Assessment #5: Create Written Presentation Describing the Townshend Acts TE: 292-293 Topic Inquiry: Project-Based Learning	



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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.	Citation Level 2	Citation Level 3	Score
30.	II-A(1).	Describe patterns and processes of migration and diffusion.	SE: 363 Assessment #7: Identify Age of Jackson SE: 427 Assessment #10: Explain Reasons for Rapid Urbanization	SE: 117 Assessment #4: Describe Religious Motivation for Immigration SE: 363 Assessment #4: Analyze the California Gold Rush	
31.	II-A(2).	Provide a historic overview of patterns of population expansion into the west by the many diverse groups of people (e.g., Native Americans, European Americans and others) to include movement into the southwest along established settlement, trade and rail routes.	SE: 343 The Oregon Trail: Analyze Maps SE: 343 Assessment #5: Identify Central Ideas	SE: 296 Assessment #11: Explain Significance of Louisiana Purchase SE: 364 Assessment #10 Analyze the Impact of Transportation Systems	



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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
32.	II-B(1).	Describe how individual and cultural characteristics affect perceptions of locales and regions.	SE: 118 Assessment #12: Trace Development of Religious Freedom SE: 354 Roots of Manifest Destiny: Analyze Charts	SE: 173 Assessment #2: Analyze Effect of Human Geographic Factors SE: 426 Assessment #6: Describe Sectional Differences in Society and Culture	
33.	II-B(2).	Describe political, population and economic regions that result from patterns of human activity, using New Mexico as an example.	SE: 41 Assessment #4: Compare Cultures SE: 75 The New England Colonies: Analyze Graphs	SE: 118 Assessment #10: Pose and Answer Questions about Geographic Distributions and Patterns SE: 362, Check Understanding	



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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).	Explain and evaluate how changing perceptions of place and the natural environment have affected human behavior.	SE: 41 Assessment #3: Analyze Influence of Environment on Settlement SE: 42 Assessment #8: Analyze Environment's Influence on Settlement Patterns	SE: 43 Assessment #14: Describe the Consequences of Environmental Changes SE: 427 Assessment #10: Explain Reasons for Rapid Urbanization	
	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).	Explain how human activities and physical processes influence change in ecosystems.	SE: 39 The Columbian Exchange: Analyze Graphs SE: 40 Assessment #4, Identify Cause and Effect	SE: 43 Assessment #15: Describe Environmental Changes SE: 364 Assessment #10: Analyze Impact of Transportation Systems	



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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 and describe how movement of people impacted and shaped western settlement.	SE: 343 Assessment #2: Generate Explanations SE: 360 The Growth of San Francisco: Analyze Charts	SE 336: Assessment #4 Draw Conclusions SE: 363 Assessment #4: Analyze the California Gold Rush	
	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
37.	II-F(1).	Describe the differing viewpoints that individuals and groups have with respect to the use of resources.	SE: 140 The Rising Tide of Conflict: Analyze Charts SE: 400 Assessment #2: Identify Central Issues	SE: 117 Assessment #9: Analyze Mercantilism SE: 295 Assessment #4: Explain the Development of the Free-Market System	



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		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
	III-A(1).	Explain the structure and functions of the national government as expressed in the United States constitution, and explain the powers granted to the three branches of government and those reserved to the people, states and tribes, to include:			



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38.	III-A(1)a	the federal system (dividing sovereignty between the states and the federal government and their supporting bureaucracies);	SE: 202 Assessment #2: Hypothesize SE: 207 Separation of Powers: Analyze Charts	SE: 230 Assessment #5: Analyze Principle of Checks and Balances TE: 145 Interactive Chart: The Federal System	
39.	III-A(1)b	the sovereignty of Native American tribes in relation to state and federal governments (and government to government relationships); Bill of Rights, amendments to Constitution;	SE: 223 Assessment #4: Hypothesize SE: 363 Assessment #6: Analyze Indian Removal Act	SE: 231 Assessment #11: Summarize Amending U.S. Constitution TE: 154 Differentiate: Challenge	
40.	III-A(1)c	the primacy of individual liberty;	SE: 223 Choosing Amendments for the Bill of Rights: Analyze Information SE: 231 Assessment #14: Analyze the Principle of Individual Rights	SE: 230 Assessment #9 Explain How Rights and Responsibilities Reflect National Identity TE: 155 Identify Central Issues	



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41.	III-A(1)d	Constitution designed to secure our liberty by both empowering and limiting central government; struggles over the creation of the Bill of Rights and its ratification	SE: 218 Assessment #5: Support Ideas with Evidence TE: 145 Support an Idea with Examples	SE: 230 Assessment #5: Analyze Principle of Checks and Balances TE: 146 Identify Cause and Effect	
42.	III-A(1)e	struggles over the creation of the Bill of Rights and its ratification	SE: 223 Assessment #3: Summarize TE: 139 Contrast	SE: 231 Assessment #11: Summarize Amending U.S. Constitution TE: 141 List Your Rights	
43.	III-A(1)f	separation of powers through the development of differing branches;	SE: 207 Separation of Powers: Analyze Charts SE: 218 Assessment #5: Support Ideas with Evidence	TE: 145 Evaluate Arguments TE: 146 Identify Cause and Effect	



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44.	III-A(1)g	John Marshall’s role in judicial review, including Marbury v. Madison;	SE: 260 Identify Main Ideas SE: 269 Assessment #2: Analyze Information	SE: 295 Assessment #5: Analyze the Responses of Congress and the President TE: 187 Identify Central Issues	
45.	III-A(2).	Identify and describe a citizen's fundamental constitutional rights, to include:	SE: 223 Choosing Amendments for the Bill of Rights: Analyze Information TE: 153 Summarize	SE: 231 Assessment #14: Analyze the Principle of Individual Rights TE: 154 Differentiate: Challenge	
46.	III-A(2)a	freedom of religion, expression, assembly and press;	TE: 138 Discuss; TE: 153 Draw Conclusions	SE: 231 Assessment #13: Analyze Impact of First Amendment on Religious Freedom TE: 153 Summarize	
47.	III-A(2)b	right to a fair trial;	SE: 230 Assessment #9 Explain How Rights and Responsibilities Reflect National Identify TE: 155, Identify Central Issues	SE: 231 Assessment #14: Analyze the Principle of Individual Rights TE: 155 Discuss	



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48.	III-A(2)c	equal protection and due process;	SE: 222, Recall TE: 155, Identify Central Issues	SE: 231 Assessment #14: Analyze the Principle of Individual Rights; TE: 138 List Your Rights-Discuss	
49.	III-A(3).	Describe the contributions of Native Americans in providing a model that was utilized in forming the United States government (Iroquois League).	SE: 20, Identify Supporting Details TE: 11, Active Classroom	SE: 20 Assessment #2: Support Ideas with Examples TE: 12 Draw Conclusions	
50.	III-A(4).	Explain and describe how water rights and energy issues cross state and national boundaries.	SE: 335 Identify SE: 364 Assessment #10: Analyze the Impact of Transportation Systems	SE: 336 Generate Explanations SE: 336 Assessment #4: Draw Conclusions	



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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
51.	III-B(1).	Explain how the development of symbols, songs, traditions and concepts of leadership reflect American beliefs and principles.	SE: 174 Assessment #9: Describe the Contributions of Military Leaders SE: 250 Assessment # 5: Generate Explanations	SE: 295 Assessment #1: Analyze the Leadership of George Washington SE: 363 Assessment #5: Analyze Leadership	
52.	III-B(2).	Explain the importance of point of view and its relationship to freedom of speech and press.	TE: 153 Compare Points of View TE: 153 Identify Central Issues	SE: 231 Assessment #13: Analyze Impact of First Amendment on Religious Freedom SE: 231 Assessment #15: Describe Importance of Free Speech and Free Press	
	III-C.	Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government:			



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	III-C(1).	Describe political philosophies and concepts of government that became the foundation for the American Revolution and the United States government, to include:	Citation Level 2	Citation Level 3	Score
53.	III-C(1)a.	The ideas of the nature of government and rights of the individuals expressed in the declaration of independence with its roots in English philosophers (e.g., John Locke);	SE: 196 Assessment #5: Summarize SE: 196, Recall	TE: 134 Differentiate: Challenge TE: 134 Active Classroom	
54.	III-C(1)b.	The concept of limited government and the rule of law established in the Magna Carta and the English Bill of Rights;	SE: 116, Describe TE: 73 Interactive Chart: Influences on Colonial Government-Summarize	SE: 196 Assessment #2: Make Predictions TE: 74 Identify Patterns	
55.	III-C(1)c.	The social covenant established in the Mayflower Compact;	SE: 73 Describe TE: 47 Express Ideas Clearly	SE: 117 Assessment #6: Explain Significance of Mayflower Compact TE: 47 Interpret	
56.	III-C(1)d.	The characteristics of representative governments;	SE: 82 Assessment #5: Cite Evidence SE: 117 Assessment #5: Explain Growth of Representative Government	SE: 117 Assessment #3: Analyze Importance of Virginia House of Burgesses TE: 74 Cite Evidence	



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57.	III-C(1)e.	Anti-federalist and Federalist arguments towards the new Constitution, including those expressed in the Federalist Papers;	SE: 202 Assessment #2: Hypothesize TE: 138 Analyze Information	SE: 230 Assessment #7: Identify Influence of the Federalist Papers TE: 139 Determine Point of View	
58.	III-C(1)f.	The concepts of federalism, democracy, bicameralism, separation of powers, and checks and balances;	SE: 202 Assessment #2: Hypothesize SE: 207 Identify Supporting Details	SE: 230 Assessment #5: Analyze Principle of Checks and Balances TE: 145 Interactive Chart: The Federal System	
59.	III-C(2).	Explain the concept and practice of separation of powers among the U.S. Congress, the President and The Supreme Court; and	SE: 207 Separation of Powers: Analyze Charts SE: 218 Assessment #5: Support Ideas with Evidence	TE: 144 Draw Conclusions TE: 145 Evaluate Arguments	
60.	III-C(3).	Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people.	SE: 190 Assessment #5: Determine Relevance; TE: 145 Analyze Information	SE: 218 Assessment #3: Analyze Information SE: 230 Assessment #9: Explain How Rights and Responsibilities Reflect National Identity	



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		SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
	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
61.	III-D(1).	Explain basic law-making processes and how the design of the United States constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., elections, political parties, interest groups).	SE: 218, Assessment #5 Support Ideas with Evidence SE: 228 Voter Turnout, 1900-2012: Analyze Data	SE: 230 Assessment #9: Explain How Rights and Responsibilities Reflect National Identity SE: 295 Assessment #3: Explain the Origins of Political Parties	
62.	III-D(2).	Understand the multiplicity and complexity of human rights issues.	SE: 418 Assessment #1: Generate Explanations SE: 426 Assessment #8: Analyze Slavery's Impact	SE: 488 Assessment #4: Evaluate the Impact of Landmark Supreme Court Decisions SE: 519 Assessment #2: Describe the Impact of the 14 th Amendment	



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		SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
		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
63.	IV-A(1).	Explain and provide examples of economic goals.	SE: 117 Assessment #7; Explain Development of Free-Enterprise System SE: 520 Assessment #15: Analyze Economic Problems in the South During Reconstruction	SE: 295 Assessment #4: Explain Development of Free-Enterprise System SE: 426 Assessment #2: Describe the Features of the Free-Market System	



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		SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
64.	IV-A(2).	Analyze the full costs and benefits of alternative uses of resources that will lead to productive use of resources today and in the future.	SE: 42 Assessment #13: Compare Effects of Technological Innovations on Daily Life SE: 517 Industrial Growth in the New South, Analyze Charts	SE: 364 Assessment #10: Analyze Impact of Transportation Systems SE: 426 Assessment #3: Explain Technology and Economic Growth	
65.	IV-A(3).	Explain that tension between individuals, groups and countries is often based upon differential access to resources.	SE: 392 Southern Dependence on Agriculture, Analyze Data SE: 519 Assessment #6: Evaluate the Impact of Economic and Social Problems on Freedmen	SE: 117 Assessment #9: Analyze Mercantilism SE: 297 Assessment #15: Analyze Conflict Resolution	
	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
66.	IV-B(1).	Describe the relationships among supply, demand and price and their roles in the United States market system.	SE: 269 America Imposes a Trade Embargo: Analyze Data SE: 370 Generate Explanations	SE: 295 Assessment #2: Summarize Taxation and the Whiskey Rebellion TE: 254 Supporting English Language Learners: Listening- all level	



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		SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
67.	IV-B(2).	Identify how fundamental characteristics of the United States' economic system influence economic decision making (e.g., private property, profits, competition) at local, state, tribal and national levels.	SE: 117 Assessment #7: Explain Development of Free-Enterprise System SE: 298 Assessment #19: Analyze Sectional Impact of Tariffs	SE: 295 Assessment #4: Explain Development of Free-Market System SE: 426 Assessment #2: Describe Features of Free-Market System	
68.	IV-B(3).	Explain changing economic activities in the United States and New Mexico and the role of technology in those changes.	SE: 286 The Roots of American Industrialization: Analyze Charts SE: 336 Assessment #4: Draw Conclusions	SE: 298 Assessment #18: Explain Economic Effects of War of 1812 TE: 259 Identify Cause and Effect	
69.	IV-B(4).	Identify situations in which price and value diverge.	SE: 385 Draw Conclusions SE: 391 Generate Explanations	SE: 370 Generate Explanations SE: 390, Image, Predict Consequences	
70.	IV-B(5).	Describe the use of money over time (e.g., college funds beginning in elementary years, saving accounts, 401K accounts).	SE: 611-612 Paying Taxes American History Digital Program: Personal Finance Core Concepts: Your Physical Fitness & Intro.-Think Long Term	American History Digital Program: Personal Finance Core Concepts: Investments; Savings and Retirement	



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		SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
	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
71.	IV-C(1).	Explain how specialization leads to interdependence and describe ways most Americans depend on people in other households, communities and nations for some of the goods they consume.	SE: 295 Assessment #4: Explain Development of Free-Market System TE: 256 Identify Cause and Effect	SE: 392 Southern Dependence on Agriculture: Analyze Data TE: 260 Draw Conclusions	
72.	IV-C(2).	Understand the interdependencies between the economies of New Mexico, the United States and the world.	Not addressed	Not addressed	
73.	IV-C(3).	Understand the factors that currently limit New Mexico from becoming an urban state, including: the availability and allocation of water, and the extent to which New Mexico relies upon traditional economic forms (e.g., the acequia systems, localized agricultural markets).	Not addressed	Not addressed	
74.	IV-C(4).	Describe the relationship between New Mexico, tribal and United States economic systems.	SE: 217 Identify; SE: 218; Identify	TE: 148 Hypothesize; TE: 148 Further Instruction	
75.	IV-C(5).	Compare and contrast New Mexico commerce with that of other states' commerce.	Not addressed	Not addressed	



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		SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS	Citation Level 2	Citation Level 3	Score
		ADDITIONAL NEW MEXICO STATE STANDARDS	Citation Level 2	Citation Level 3	Score
76.		Reading standards for informational text: integration of knowledge and ideas. Students will: (1) distinguish between primary and secondary sources;	SE: 42 Assessment #7: Locate and Use Valid Primary and Secondary Sources SE: 591 Interpret Sources	SE: 43 Assessment #16: Differentiate Between Valid Primary and Secondary Sources TE: 251-252 Comparing Points of View on Slavery and Abolition	
77.		2) describe how the media use propaganda, bias, and stereotyping to influence audiences.	SE: 249 Analyze Political Cartoons SE: 595-596 Analyze Political Cartoons	SE: 602-603 Identify Bias SE: 603-604 Evaluate Existing Arguments	
SECTION 1 – NEW MEXICO CONTENT STANDARDS AND BENCHMARKS				TOTAL SECTION 1 SCORE	



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Publisher:

- Section 2.A-2.B criteria are scored as to whether the evidence demonstrates application of Bloom’s Taxonomy at the higher levels.
- Citations for Section 2.A-2.B will refer to the Student Edition, Teacher Edition, or Student Workbook
- For Section 2.A-2.B 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 CCSS – READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	Citation Level 2	Citation Level 3	Score
78.	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: 68 Assessment #2: Support Ideas with Evidence	SE: 601 Analyze Primary and Secondary Sources: #3	
79.	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: 82 Assessment #1: Identify Central Issues	SE: 117 Assessment #6: Explain Significance of Mayflower Compact	
80.	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).	SE: 202 Assessment #1: Summarize	SE: 210 Identify Supporting Details, How Does a Bill Become a Law?	
81.	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.	SE: 157 Assessment #3: Make Generalizations	TE: 309 Supporting English Language Learners – Speaking-all levels	

REVIEWER #: _____

**PAGE 30 Score
Subtotal**



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82.	CCSS.Literacy in H/SS.6-8.5	Craft and Structure: Describe how a text presents information (e.g., sequentially, comparatively, causally).	SE: 584-585 Analyze Cause and Effect	SE: 248 Differing Views: Compare and Contrast	
83.	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: 601-602 Compare Viewpoints	SE: 295 Assessment #5: Analyze the Responses of Congress and the President	
84.	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.	TE: 77-78 Write an American Revolution Blog	TE: 292-293 Create a Website on the Impact of the Civil War	
85.	CCSS.Literacy in H/SS.6-8.8	Integration of Knowledge and Ideas: Distinguish among fact, opinion, and reasoned judgment in a text.	SE: 173 Assessment #6: Organize and Interpret Information from Reports	SE: 230 Assessment #3: Analyze Arguments for Ratification	
86.	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.	SE: 41 Assessment #5: Evaluate Sources	SE: 591 Interpret Sources	
87.	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: 595-596 Analyze Political Cartoons #1-3	SE: 488 Assessment #4: Evaluate the Impact of Landmark Supreme Court Decisions	
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
	CCSS.ELA-Literacy.WHST.6-8.1	Text Types and Purposes: Write arguments focused on discipline-specific content:			
88.	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: 230 Assessment #3: Analyze Arguments for Ratification	SE: 363 Assessment #3: Summarize Arguments About Tariffs	
89.	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: 603-604 Evaluate Existing Arguments #1-3	TE: 339 Step 3: Synthesize	
90.	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: 296 Assessment #13: Use Problem Solving	SE: 363 Assessment #6: Analyze Indian Removal Act	
91.	CCSS.ELA-Literacy.WHST.6-8.1.D	Establish and maintain a formal style.	SE: 173 Assessment #5: Create Written Presentation Describing Townshend Acts	SE: 582 Sequence #1-3	
92.	CCSS.ELA-Literacy.WHST.6-8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.	SE: 174 Assessment #10: Use Decision-Making Process	SE: 489 Assessment #12: Describe Contributions of General George McClellan	



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	CCSS.Literacy in H/SS.6-8.2	Text Types and Purposes: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes:			
93.	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.	TE: 28-29 Publish an ePortfolio of Colonial Data	TE: 292-293 Create a Website on the Impact of the Civil War	
94.	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: 363 Assessment #2: Identify Political Party Points of View	SE: 606-607 Write an Essay	
96.	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: 427 Assessment #10: Explain Reasons for Rapid Urbanization	TE: 353 Supporting English Language Learners: Writing	
97.	CCSS.ELA-Literacy.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.	174 Assessment #8: Analyze Reasons for and Impact of Civil Disobedience	295 Assessment #4: Explain the Development of the Free-Market System	
98.	CCSS.ELA-Literacy.WHST.6-8.2.E	Establish and maintain a formal style and objective tone	SE: 173 Assessment #5: Create Written Presentation Describing Townshend Acts	SE: 582 Sequence #1-3	
99.	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: 174 Assessment #10: Use Decision-Making Process	SE: 606 Write an Essay, #3	



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100.	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: 43 Assessment: #17: Write About the Essential Question	SE: 296 Assessment #13: Use Problem Solving	
101.	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.	TE: 5 How Reliable is This Account of the Easter Mutiny? Steps 3, 4	SE: 606-607 Write an Essay	
102.	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.	TE: 28–29: Publish an ePortfolio of Colonial Data	TE: 292–293 Create a Website on the Impact of the Civil War	
103.	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.	TE: 134 Differentiate: Challenge	TE: 292 Step 2 Investigate	
104.	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: 600-601: Analyze Primary and Secondary Sources	SE: 42 Assessment #7: Locate and Use Valid Primary and Secondary Sources	
105.	CCSS.ELA-Literacy.WHST.6-8.9	Research to Build and Present Knowledge: Draw evidence from informational texts to support analysis reflection, and research.	SE: 41 Assessment #3: Analyze Environmental Influences on Settlement	SE: 173 Assessment #5: Create Written Presentation Describing the Townshend Acts	



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106.	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.	TE: xxi, Active Classroom Strategies	TE: 252 Write Your Essay	
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. (Specify or cite how the following instructional recommendations occur within this curriculum.)		Occurrence 1	Occurrence 2	Occurrence 3	Score
107.	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: 19 Synthesize: Digital Activity	TE: 205–206 Topic Inquiry: Civic Discussion	TE: 352 Synthesize: Discuss	
108.	Speaking and Listening: Provide opportunities for students to develop oral fluency (e.g., oral presentation).	TE: xxiii Active Classroom Strategies	TE: 219 Supporting English Language Learners: Reading – all levels	TE: 333 Active Classroom	
109.	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: 79 Connect: My Story Video	TE: 117 Digital Timeline Activity	TE: 165 Connect: My Story Video	



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110.	Academic Vocabulary: Provide focused resources to support students' acquisition of both general academic vocabulary and domain-specific vocabulary.	TE: 150 Listening: - all levels	TE: 53 Vocabulary Development	TE: 67 Differentiate: Extra Support	
111.	Content: Provide clearly stated learning goals and objectives for lessons and tasks aligned with the CCSS.	SE: 122, Reading Standards for Literacy: Objectives	SE: 313, Reading Standards for Literacy: Objectives	SE: 478, Reading Standards for Literacy: Objectives	
112.	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: 81 Topic 3, Lesson 1, The French and Indian War, Pacing Guide with Objectives	TE: 232 Topic 6, Lesson 5, Settling Oregon Territory, Pacing Guide with Objectives	TE: 330 Topic 8, Lesson 6, The War's End, Pacing Guide with Objectives	
113.	Equity: Offer strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.	TE: 122 Differentiate: Extra Support	TE: 234 Differentiate: Challenge	TE: 282 Differentiate: Extra Support	
114.	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: 20 Identify Supporting Details	TE: 97 Evaluate Arguments	TE: 355 Compare Points of View	
115.	Equity: Provide opportunities for teacher and students to integrate with other content areas.	TE: 67 Support Ideas with Examples	TE: 216 Compare and Contrast	TE: 286 Analyze Images	
116.	Assessment: Offer assessment tools that measure student progress in all strands of the CCSS.	SE: 173 Assessment #5: Create Written Presentation Describing Townshend Acts	SE: 173 Assessment #6: Organize and Interpret Information from Reports	SE: 427 Assessment #14: Identify Points of View and Frames of Reference	



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117.		Assessment: Offer varied formative and summative assessment tools, clearly defining which standards are being assessed.	SE: (Summative) 520 Write About the Essential Question	TE: 75 Digital Topic Test (Topic Test and Benchmark Test)	TE: 364 Digital Topic Test (Topic Test and Benchmark Test)	
118.		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: 28–29 Publish an ePortfolio of Colonial Data	TE: 69 Synthesize: Digital Activity	TE: 207 Connect: My Story Video	
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
119.		The textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability.	SE: 7 Photograph	SE: 409 Painting	SE: 421 Photograph	
120.		The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences.	SE: 325 Generate Explanations	SE: 352-353 Spanish Settlements in California	SE: 385-388 Ethnic Minorities in the North	
121.		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: 120 Essential Question	SE: 175 Write about the Essential Question	SE: 429 Enduring Understandings	
122.		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: 42 Assessment #10: Compare Effects of Technological Innovations in Navigation	SE: 425 Assessment #3: Support Ideas with Evidence	SE: 426 Assessment #4: Analyze How Fine Arts Depicted American Continuity and Change	
123.		The textbook provides references to support student learning such as a glossary and word lists.	SE: 629-655 Glossary	SE: 614-628 Atlas	SE: 582-612, 21 st Century Skills	
124.		Within each lesson of the Teacher's Edition, there are clear measurable learning objectives and opportunities for differentiated instruction.	TE: 82 Differentiate: Extra Support	TE: 93 Supporting English Language Learners	TE: 215 Objectives	



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		SECTION 2.D: Other Relevant Criteria – Student/Teacher Edition	Occurrence 1	Occurrence 2	Occurrence 3	Score
125.		The Teacher’s Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners.	TE: 46 Differentiate: Extra Support	TE: 103 Differentiate: Challenge	TE: 344 Differentiate: Extra Support	
126.		The Teacher’s Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.)	TE: 100 Supporting English Language Learners	TE: 208 Supporting English Language Learners	TE: 316 Supporting English Language Learners	
127.		The Teacher’s Edition provides writing activities where students explain their thinking.	TE: 5 Write Your Essay	TE: 252 Write Your Essay	TE: 282 Active Classroom	
128.		The Teacher’s Edition provides cooperative learning strategies.	TE: 163–164 Topic Inquiry: Hold a Mock Cabinet Meeting	TE: 217 Differentiate: Challenge	TE: 319: Differentiate: Extra Support	
129.		The Teacher’s Edition provides the teacher with instructional strategies for every lesson.	TE: 115–116 Topic Inquiry: Civic Discussion	TE: 131–135 Topic 4, Lesson 3	TE: 219 Supporting English Language Learners	
130.		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: 75 Digital Topic Test	TE: 165 Check Understanding	TE: 364: Reflect on the Essential Question and Topic	



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		SECTION 2.D: Other Relevant Criteria – Student/Teacher Edition	Occurrence 1	Occurrence 2	Occurrence 3	Score
131.		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: 77 Step 1, Resources, Rubric for a Written Blog and Group Presentation	TE: 141 Lesson Quiz and Class Discussion Board	TE: 203 Digital Topic Test	
SECTION 2.D – OTHER RELEVANT CRITERIA – STUDENT/TEACHER EDITION					SECTION 2.D SUBTOTAL	