

**Textbook Alignment to the Utah 4<sup>th</sup> Grade Social Studies Core Curriculum  
Rubric for “Recommended Primary” Materials**

<b>Title</b> _____ <b>ISBN#</b> _____			
<b>Publisher:</b> _____			
<b>Name of Person(s) conducting alignment and evaluation:</b> _____			
<b>Overall percentage of coverage of the Utah State Core Curriculum:</b> _____ %			
<b>Standard I: Students will understand the relationship between the physical geography in Utah and human life.</b>			
<b>Percentage of coverage for Standard I:</b> %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
<b>Objective 1: Classify major physical geographic attributes of Utah.</b>	a. Identify Utah’s latitude, longitude, hemisphere, climate, natural resources, Landforms and regions using a variety of geographic tools.		
	b. Examine the forces at work in creating the physical geography of Utah (e.g., erosion, seismic activity, climate change).		

<b>Objective 2: Analyze how physical geography affects human life in Utah.</b>	a. Identify population concentrations in the state and infer causal relationships between population and physical geography.		
	b. Classify the distribution and use of natural resources.		
	c. Compare the development of industry and business in Utah as it relates to its physical geography ( <i>e.g.</i> , mining, oil, agriculture, tourism).		
	d. Make inferences about the relationships between the physical geography of Utah and the state's communication and transportation systems ( <i>e.g.</i> , trails, roads, telegraph, and rail lines).		
	e. Examine the interactions between physical geography, public health and safety ( <i>e.g.</i> , inversions, earthquakes, flooding, and fire).		
	f. Explain how archaeology informs us about the past ( <i>e.g.</i> , artifacts, ruins, excavations).		

<b>Objective 3: Analyze how human actions modify the physical environment.</b>	a. Describe how and why humans have changed the physical environment of Utah to meet their needs ( <i>e.g.</i> , reservoirs, irrigation, climate, transportation systems and cities).		
	b. Explain viewpoints regarding environmental issues ( <i>e.g.</i> , species protection, land use, pollution controls, mass transit, water rights, and trust lands).		
	c. Outline the development of recreation in Utah since 1900 ( <i>e.g.</i> , sports, tourism, State and national parks).		
	d. Make data-supported predictions about the future needs of Utahns and the natural resources that will be necessary to meet those needs.		
<b>Standard II: Students will understand how Utah’s history has been shaped</b>			
<b>Percentage of coverage for Standard II:    %</b>			
<b>Objectives</b>	<b>Indicators</b>	<b>If covered, appropriate page #'s</b>	<b>Comments on coverage</b>

<b>Objective 1: Describe the historical and current impact of various cultural groups in Utah.</b>	a. Chart the routes that diverse cultural groups took from their places of origin to Utah, using maps and other resources.		
	b. Explore points of view about life in Utah from a variety of cultural groups using primary source documents.		
	c. Explore cultural influences from various groups found in Utah today ( <i>e.g.</i> , food, music, religion, dress, festivals).		
	d. Identify and describe leaders from various cultures who exemplify outstanding character and life skills.		
	e. Explain the importance of preserving cultural prehistory and history, including archaeological sites and other historic sites and artifacts.		
<b>Objective 2: Describe the ways Utah has changed over time.</b>	a. Identify key events and trends in Utah history and their significance ( <i>e.g.</i> , American Indian settlement, European exploration, Mormon settlement, westward expansion, American Indian relocation, statehood, development of		

	industry, World War I and II).		
	b. Compare the experiences faced by today's immigrants with those faced by Immigrants in Utah's history.		
<b>Objective 3: Investigate the development of the economy in Utah.</b>	a. Explain the relationship between supply and demand.		
	b. Describe the role of producers and consumers.		
	c. Identify examples of producers and consumers in the local community.		
	d. Research the development of Utah's economy over time.		
	e. Identify the factors which bring about economic changes ( <i>e.g.</i> , natural resource development, new technologies, new market development, globalization, global conflicts, and education).		
	f. Examine how economic development affects communities ( <i>e.g.</i> , dams, sports, tourism, power plants, mining, etc.).		
<b>Standard III: Students will understand the roles of civic life, politics, and government in the lives of Utah citizens.</b>			
<b>Percentage of coverage for Standard III:    %</b>			
	<b>Indicators</b>	<b>If covered, appropriate page #'s</b>	<b>Comments on coverage</b>

<b>Objectives</b>			
<b>Objective 1: Describe the responsibilities and rights of individuals in a representative Government as well as in the school and community.</b>	a. Identify rights of a citizen ( <i>e.g.</i> , voting, peaceful assembly, freedom of religion).		
	b. Identify responsibilities of a citizen ( <i>e.g.</i> , jury duty, obeying the law, paying Taxes).		
	c. Determine how and why the rights and responsibilities of various groups have varied over time ( <i>e.g.</i> , Chinese railroad workers, Greek miners, women, children, Mormons, Japanese-Americans at Topaz, American Indians, and African-Americans).		
	d. Explain how the influence and power of individuals is affected when they organize into groups.		
	e. Describe and model ways that citizens can participate in civic responsibilities ( <i>e.g.</i> , current issue analysis, recycling, volunteering with civic organizations and letter writing).		
	f. Contribute to and practice classroom goals, rules and responsibilities.		

	g. Recognize and demonstrate respect for United States and Utah symbols ( <i>i.e.</i> , Pledge of Allegiance, flag etiquette).		
<b>Objective 2: Analyze the different ways people have organized governments in Utah to meet community needs.</b>	a. Identify the forms of government found in Utah in different eras ( <i>i.e.</i> , historic and current American Indian government, State of Deseret, Utah Territory, statehood era, and the present).		
	b. Compare how these governments addressed community needs.		
	c. Compare the roles and responsibilities of state, county, and local officials.		

### General Rubric

Review Category	High Quality - 3	2	1	0	NA	Comments
<b>Curriculum Content Coverage</b>						
Content matches the standards and objectives of the Utah Core Curriculum.	80% of the Utah Core and objectives are covered. Objectives are clearly stated with measurable outcomes.	70% of the Utah Core and objectives are covered. Objectives are clearly stated with measurable outcomes.	50% of the Utah Core and objectives are covered.	Less than 50% of the Utah Core and objectives are covered		
Content is delivered in an appropriate sequence.	80% of the program content is covered in an appropriate	70% of the program content is covered in an appropriate	50% of the program content is covered in an appropriate	Less than 50% of the program content is covered in an		

	sequence matching the Utah Core.	sequence matching the Utah Core.	sequence matching the Utah Core.	appropriate sequence matching the Utah Core.		
Content is covered with appropriate depth.	The program provides 80% or more of the necessary depth needed for appropriate instruction.	The program provides 70% or less of the necessary depth needed for appropriate instruction.	The program provides 50% or less of the necessary depth needed for appropriate instruction.	The program lacks the necessary depth needed for appropriate instruction.		
Content endorses sound research-based practices.	The program utilizes 80% or more of current research-based practices.	The program utilizes 70% or less of current research-based practices.	The program utilizes 50% or less of current research-based practices.	The program does not utilize current research-based practices.		
Content is presented accurately and in an age-appropriate manner.	Materials reflect current content knowledge without content bias. Materials utilize cross-curricular references and experiences. Materials are age appropriate.	Materials have some content inaccuracies, but do not show content bias. Materials utilize some cross-curricular references. Materials are 70% age appropriate	Materials show many content inaccuracies and some content bias. Materials have very limited cross curricular references. Materials are approximately 50% age appropriate.	Materials have major content inaccuracies. Materials have no cross curricular references. Materials are not age appropriate.		
Content is engaging to the student.	80% or more of the materials and activities are interesting and engaging to the student promoting purposeful learning.	Less than 80% of the materials and activities are interesting and engaging to the student promoting purposeful learning.	50% or less of the materials and activities are interesting and engaging to the student promoting purposeful learning.	Very little, if any, of the materials and activities are interesting and engaging to the student promoting purposeful learning.		
Content is differentiated to meet different abilities and	There are appropriate	70% of the program provides appropriate	50% of the program provides appropriate	There are few or no appropriate		

needs.	accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	accommodations for various developmental levels with little acknowledgment of needed prerequisite skills and knowledge.		
<b>Review Category</b> <b>Physical Qualities</b>	High Quality - 3	2	1	0	NA	Comments
Student materials provide appropriate print, illustrations and text features.	Student materials provide appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	70% of the student material provides appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	50% of the student material provides appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	The student materials lack appropriate use of font, illustrations, and text features, (e.g., illustrations, graphs, tables).		
Student materials provide table of contents, glossary, index, and etc.	Student materials provide necessary table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.	Student materials provide some table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.	Student materials provide a limited amount of table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.	Student materials provide very little, if any, table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.		
Student materials are durable.	Student materials are securely bound and reinforced.	Student materials are adequately hardbound.	Student materials have secure bindings.	Student materials have inferior bindings.		
Teacher materials are easy to use.	Teacher materials are well organized with easy to read font and good correlation with student materials.	Teacher materials are organized with easy to read font, and follow correlation with student materials.	Teacher materials are somewhat organized with hard to read font and layout. Materials provide difficult to follow correlation with student materials.	Materials are disorganized with hard to read font for teachers. Layout provides little or no correlation to student materials.		

Teacher material is durable.	Teacher materials are securely bound and reinforced while staying open and flat for teaching.	Teacher materials are adequately hardbound while staying open and flat for teaching	Teacher materials have secure bindings but do not open and lay flat to facilitate teaching.	Teacher materials have inferior bindings but do lay flat to facilitate teaching.		
<b>Review Category Technology Qualities</b>	High Quality - 3	2	1	0	NA	Comments
Technology provided is user friendly.	Program provides menus that are easy to read and follow. Program is user-friendly to install and requires a minimal level of computer expertise. Manuals and directions are understandable.	Program provides menus that are generally easy to read and follow. Installation requires little computer expertise. Manuals and directions are simple to understand.	Program menus are easy to read. Manuals might have to be read in detail to understand operation of technology, (e.g., laser remote, software). Installation might require some knowledge or expertise. Manuals are included.	Menus are not descriptive and hard to follow. Installation requires expertise. No manuals or written instructional materials are provided.		
Technology provided enhances the learning experience.	Technology provided is appropriate giving additional support for student learning.	Technology provided is appropriate giving some additional support for student learning.	Limited technology is provided giving little support for student learning.	No technology is provided.		
Technology has quality audio/visual attributes.	Program provides high quality audio and visual effects.	Program provides good audio and visual effects.	Program audio and visual effects are of poor quality.	No technology is available.		
<b>Review Category Ancillary Materials</b>	High Quality - 3	2	1	0	NA	Comments
Student ancillary	Program provides	Program provides	Program provides	The program		

materials provide appropriate supplemental instruction.	high quality student ancillary materials that enhance and supplement the delivery of instruction.	adequate student ancillary materials to enhance and supplement the delivery of instruction.	some student ancillary materials that are of limited value to supplement and enhance the delivery of instruction.	provides no student ancillary materials or student ancillary materials are of such poor quality and have little correlation to learning objectives that they are of no value.		
Student ancillary materials are easy to access and utilize.	Student ancillary materials are easy to access, are durable and easy to utilize.	Student ancillary materials are easy to access, are somewhat durable requiring some modification to utilize.	Student ancillary materials are difficult to access and require modification to utilize.	Student ancillary materials are of such poor quality or difficult to prepare or access that they are of little or no value.		
Parent ancillary materials are appropriate and support desired student learning	Parent ancillary materials are appropriate providing good support for desired student learning through home activities, homework, and practice opportunities.	Parent ancillary materials are appropriate providing adequate support for desired student learning through a variety of opportunities and activities.	Parent ancillary materials are not always appropriate nor do they provide adequate support through a variety of opportunities for student learning.	There are no parent ancillary materials available.		
<b>Review Category Assessment Materials</b>	High Quality - 3	2	1	0	NA	Comments
A variety of assessment options are provided.	Program provides multiple assessment measures to monitor individual student progress at regular intervals.	Program provides some assessment measures to monitor individual student progress at regular intervals.	Program provides limited assessment measures to monitor individual student progress at regular intervals.	Program provides no assessment measures or measures are of such poor quality or correlation to student learning to be of any value.		

Assessment tools are appropriate to inform instruction and are aligned with the program, the Utah Core curriculum, and U-PASS.	Assessment tools are appropriate to inform the major areas of instruction and are aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are appropriate to inform some areas of the instructional program and are adequately aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are appropriate to inform limited areas of the instructional program and are poorly aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are not appropriate to inform areas of the instructional program and are not aligned with the program and the Utah Core curriculum and U-PASS.		
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Assessment tools are easily accessible and utilized.	Assessment tools are easily accessible with a limited amount of training or expertise.	Assessment tools are accessible with some amount of training or expertise needed.	Assessment tools are difficult to access and require extensive training.	Assessment tools are not accessible.		
<b>Category Universal Access</b>	High Quality - 3	2	1	0	NA	Comments

Program content accurately reflects diverse populations.	Program provides ways to adapt curriculum for all students, (e.g., special learning needs, learning disabilities, ELL, and advanced learners).	Program provides some ways to adapt curriculum to meet special learning needs of students.	Program provides limited strategies to assist special learning needs of students.	Program provides no strategies to assist special learning needs of students.		
Program contents provides for the development of healthy attitudes and values.	Program accurately portrays and promotes understanding of cultural, racial, religious and diversity in society.	Program accurately portrays and promotes some understanding of cultural, racial, religious and diversity in society.	Program accurately portrays and promotes a limited understanding of cultural, racial, religious and diversity in society.	Program does not accurately portray or promote an understanding of cultural, racial, religious and diversity in society.		

**I have reviewed the above program and recommend the following use: (Choose one category only.)**

- (1) Instructional materials are in alignment with content philosophy and instructional strategies of the Utah Core. Materials provide comprehensive coverage of course content and support U-PASS. Materials may be used for **primary course instruction**.
  - (2) Instructional materials provide limited alignment with the Utah Core or U-PASS or have a narrow or restricted scope and sequence. Use of these materials must be supplemented with necessary missing program elements for effective instruction. Materials may be used on a **limited basis with accompanying plan** for use with additional appropriate materials to assure coverage of core requirements.
    - Materials could be used to support primary course instruction - **Tier I** of the **Utah Model for Instruction and Intervention**.
    - Materials could be used to support intervention instruction - **Tier II** of the **Utah Model for Instruction and Intervention**.
    - Materials could be used to support intervention instruction - **Tier III** of the **Utah Model for instruction and Intervention**.
  - (3) Materials are not for student instructional use, but may only be used only as **teacher resource material**.
  - (4) Materials are aligned to the core, developmentally appropriate, may contain valuable content information, but are not intended to be used as the source for primary instruction, but **only as student resource material**.
- Materials have been reviewed, but **not adopted** because of lack of alignment, inaccurate content, misleading connotations, undesirable presentation, or are in conflict with existing law and rules, or otherwise unsuitable for use by students. **School districts are strongly cautioned against using these materials.** Materials were included in the publisher bid, but **not sampled** to the USOE or Textbook commission.
- Materials were not reviewed**, but may be purchased in accordance with the law and Rule **277-469-6**: Advanced placement materials, International materials, concurrent enrollment materials, library or trade books, reference materials, teacher professional materials which are not components of an integrated instructional program. Galley proofs or unfinished copies are not reviewed.

Evaluator Signature: \_\_\_\_\_

Date: \_\_\_\_\_