

Textbook Alignment to the Utah 5th Grade Social Studies Core Curriculum
Rubric for “Recommended Primary” Materials

Title _____ ISBN# _____			
Publisher: _____			
Name of Person(s) conducting alignment and evaluation: _____			
Overall percentage of coverage of the Utah State Core Curriculum: _____ %			
Standard I: Students will understand how the exploration and colonization of North America transformed human history.			
Percentage of coverage for Standard I: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 1: Describe and explain the growth and development of the early American colonies.	a. Using maps -- including pre-1492 maps -- and other geographic tools to locate and analyze the routes used by the explorers.		
	b. Explain how advances in technology lead to an increase in exploration (e.g., ship technology).		
	c. Identify explorers who came to the Americas and the nations they represented.		

	d. Determine reasons for the exploration of North America (e.g., religious, economic, political).		
	e. Compare the geographic and cultural differences between the New England, Middle, and Southern colonies (e.g., religious, economic, political).		
	f. Analyze contributions of American Indian people to the colonial settlements.		
Objective 2: Assess the global impact of cultural and economic diffusion as a result of colonization.	a. Describe the cultural and economic impacts that occurred as a result of trade between North America and other markets (e.g., arts, language, ideas, the beginning and expansion of the slave trade, new agricultural markets).		
	b. Analyze and explain the population decline in American Indian populations (i.e., disease, warfare, displacement).		
Standard II: Students will understand the chronology and significance of key events leading to self-government.			
Percentage of coverage for Standard II: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage

Objective 1: Describe how the movement toward revolution culminated in a Declaration of Independence.	a. Explain the role of events that led to declaring independence (e.g., French and Indian War, Stamp Act, Boston Tea Party).		
	b. Analyze arguments both for and against declaring independence using primary sources from Loyalist and patriot perspectives.		
	c. Explain the content and purpose for the Declaration of Independence.		
Objective 2: Evaluate the Revolutionary War's impact on self-rule.	a. Plot a time line of the key events of the Revolutionary War.		
	b. Profile citizens who rose to greatness as leaders.		
	c. Assess how the Revolutionary War changed the way people thought about their own rights.		
	d. Explain how the winning of the war set in motion a need for a new government that would serve the needs of the new states.		
Standard III: Students will understand the rights and responsibilities guaranteed in the United States Constitution and Bill of Rights.			
Percentage of coverage for Standard III: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 1: Assess the	a. Recognize ideas from		

underlying principles of the US Constitution.	documents used to develop the Constitution (<i>e.g.</i> , Magna Carta, Iroquois Confederacy, Articles of Confederation, Virginia Plan).		
	b. Analyze goals outlined in the Preamble.		
	c. Distinguish between the role of the Legislative, Executive, and Judicial branches of the government.		
	d. Explain the process of passing a law.		
	e. Describe the concept of checks and balances.		
	f. Discover the basis for the patriotic and citizenship traditions we have today (<i>i.e.</i> , Pledge of Allegiance, flag etiquette, voting).		
Objective 2: Assess how the US Constitution has been amended and interpreted over time, and the impact these amendments have had on the rights and responsibilities of citizens of the United States.	a. Explain the significance of the Bill of Rights.		
	b. Identify how the rights of selected groups have changed and how the Constitution reflects those changes (<i>e.g.</i> , women, enslaved people).		
	c. Analyze the impact of the Constitution on their lives today (<i>e.g.</i> , freedom of religion, speech, press, assembly, and petition).		
Standard IV: Students will understand that the 19th century was a time of incredible change for the United States, including			

geographic expansion, constitutional crisis, and economic growth.			
Percentage of coverage for Standard IV: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 1: Investigate the significant events during America's expansion and the roles people played.	a. Identify key reasons why people move and the traits necessary for survival.		
	b. Examine causes and consequences of important events in the United States expansion (<i>e.g.</i> , Louisiana Purchase, Lewis and Clark expedition, treaties with American Indians, Homestead Act, Trail of Tears, California Gold Rush).		
	c. Compare the trails that were important during westward expansion (<i>e.g.</i> , Oregon, Mormon, Spanish, and California).		
	d. Assess the impact of expansion on native inhabitants of the west.		
Objective 2: Assess the geographic, cultural, political, and economic divisions between regions that contributed to the Civil War.	a. Describe the impact of physical geography on the cultures of the northern and southern regions (<i>e.g.</i> , industrial resources, agriculture, climate).		
	b. Compare how cultural		

	and economic differences of the North and South led to tensions.		
	c. Identify the range of individual responses to the growing political conflicts between the North and South (<i>e.g.</i> , states rights advocates, abolitionists, slaveholders, and enslaved people).		
Objective 3: Evaluate the course of events of the Civil War and its impact both immediate and long-term.	a. Identify the key ideas, events, and leaders of the Civil War using primary sources (<i>e.g.</i> , Gettysburg Address, Emancipation Proclamation, news accounts, photographic records, and diaries).		
	b. Contrast the impact of the war on individuals in various regions (<i>e.g.</i> , North, South, and West).		
	c. Explain how the Civil War helped forge ideas of national identity.		
	d. Examine the difficulties of reconciliation within the nation.		
Objective 4: Understand the impact of major economic forces at work during the post-Civil War.	a. Assess how the free-market system in the United States serves as an engine of change and innovation.		
	b. Describe the wide-		

	ranging impact of the Industrial Revolution (<i>e.g.</i> , inventions, industries, innovations).		
	c. Evaluate the roles new immigrants played in the economy of this time.		
Standard V: Students will address the causes, consequences and implications of the emergence of the United States as a world power.			
Percentage of coverage for Standard V: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 1: Describe the role of the United States during World War I, The Great Depression, and World War II.	a. Review the impact of World War I on the United States.		
	b. Summarize the consequences of the Great Depression on the United States (<i>e.g.</i> , mass migration, the New Deal).		
	c. Analyze how the United States' involvement in World War II led to its emergence as a superpower.		
Objective 2: Assess the impact of social and political movements in recent United States history.	a. Identify major social movements of the 20 th century (<i>e.g.</i> , the women's movement, the civil rights movement, child labor reforms).		
	b. Identify leaders of social and political movements.		
Objective 3: Evaluate the	a. Assess differing points of		

role of the United States as a world power.	view on the role of the US as a world power (<i>e.g.</i> , influencing the spread of democracy, supporting the rule of law, advocating human rights, promoting environmental stewardship).		
	b. Identify a current issue facing the world and propose a role the United States could play in being part of a solution (<i>e.g.</i> , genocide, child labor, civil rights, education, public health, environmental protections, suffrage, and economic disparities).		

General Rubric

Review Category Curriculum Content Coverage	High Quality - 3	2	1	0	NA	Comments
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 sequence matching the Utah Core.	70% of the program content is covered in an appropriate sequence matching the Utah Core.	50% of the program content is covered in an appropriate sequence matching the Utah Core.	Less than 50% of the program content is covered in an 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	Materials have some content inaccuracies, but do not show content bias. Materials utilize	Materials show many content inaccuracies and some content bias. Materials have very limited cross curricular references.	Materials have major content inaccuracies. Materials have no cross curricular references.		

	references and experiences. Materials are age appropriate.	some cross-curricular references. Materials are 70% age appropriate	Materials are approximately 50% age appropriate.	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 needs.	There are appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	70% of the program provides appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	50% of the program provides appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	There are few or no appropriate accommodations for various developmental levels with little acknowledgment of needed prerequisite skills and knowledge.		
Review Category Physical Qualities	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	Student materials provide some table of contents, indices, glossaries, and other references to assist and guide	Student materials provide a limited amount of table of contents, indices, glossaries, and other references to assist	Student materials provide very little, if any, table of contents, indices, glossaries, and other references to assist		

	students, parents, and teachers.	students, parents, and teachers.	and guide students, parents, and teachers.	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.		
Review Category Technology Qualities	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.		
Review Category Ancillary Materials	High Quality - 3	2	1	0	NA	Comments
Student ancillary materials provide appropriate supplemental instruction.	Program provides high quality student ancillary materials that enhance and supplement the delivery of instruction.	Program provides adequate student ancillary materials to enhance and supplement the delivery of instruction.	Program provides some student ancillary materials that are of limited value to supplement and enhance the delivery of instruction.	The program 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,	Parent ancillary materials are appropriate providing adequate support for desired student learning through a variety of opportunities and	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.		

	homework, and practice opportunities.	activities.				
Review Category Assessment Materials	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.		

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.		
Category Universal Access	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.,	Program provides some ways to adapt curriculum to meet special learning	Program provides limited strategies to assist special learning	Program provides no strategies to assist special learning needs of		
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	special learning needs, learning disabilities, ELL, and advanced learners).	needs of students.	needs of students.	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: _____