

Textbook Alignment to the Utah 6th 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 ancient civilizations developed and how they contributed to the current state of the world.			
Percentage of coverage for Standard I: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 1: Explain why physical geography affected the development of early civilizations.	a. Identify the major physical features of the regions where ancient civilizations flourished.		
	b. Describe how these features influenced the success or decline of the civilizations.		
	c. Compare maps of these ancient civilizations to current political maps and		

	make inferences about the continuing affects of physical geography on cultural development.		
Objective 2: Evaluate how religion has played a central role in human history from ancient times to today.	a. Explore the importance of religion in the cultural expression of ancient civilizations (<i>e.g.</i> , customs, artistic expression, creation stories, and architecture of sacred spaces).		
	b. Identify key tenets of the major world religions (<i>i.e.</i> , Buddhism, Christianity, Hinduism, Islam, and Judaism).		
	c. Analyze how religious ideas influence current issues.		
Objective 3: Explain how modern governments can trace some of their attributes to the systems of power, authority, and governance established in ancient civilizations.	a. Identify forms of government within these civilizations.		
	b. Compare those forms to existing systems of governance in today's world.		
Standard II: Students will understand the transformation of cultures during the Middle Ages and the Renaissance and the impact of this transformation on modern times.			
Percentage of coverage for Standard II: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage

Objective 1: Explain how physical geography affects economic and cultural expansion.	a. Identify natural resources and physical features that affected expansion.		
	b. Describe the development of international trade via the desert, sea, and land and the resultant cultural exchanges between Asia, the Middle East, and Europe (<i>e.g.</i> , the Silk Road).		
Objective 2: Explore the importance of religion in the Middle Ages and the Renaissance and its relevance to modern times.	a. Explain the influence of religion on cultural expression (<i>e.g.</i> , the arts, architecture, government, education, family structure).		
	b. Compare relations between the Muslim, Christian, and Jewish faiths during the Middle Ages, Renaissance, and the modern world (<i>e.g.</i> , Crusades, periods of peaceful coexistence, periods of conflict).		
Objective 3: Examine how systems of governance began steps toward self-rule during the Middle Ages and the Renaissance.	a. Examine relationships between significant events and ideas and their influence on systems of government (<i>e.g.</i> , the rise of the merchant class, the Magna Carta, the impact of the Black Death,		

	Germanic tribes, feudalism, manors, city-states).		
	b. Compare individual rights of people in the United States today with the rights of selected groups in the Middle Ages and the Renaissance (<i>e.g.</i> , serfs, nobility, and merchant class).		
Objective 4: Explain the importance of the Renaissance as a rebirth of cultural and intellectual pursuits.	a. Investigate how technological and scientific developments of the time promoted literacy and the exchange of ideas that continue to this day (<i>e.g.</i> , moveable type, telescope, microscope).		
	b. Identify leading Renaissance artists and thinkers and their contributions to visual arts, writing, music, and architecture (<i>e.g.</i> , Machiavelli, Michelangelo, Leonardo da Vinci, Palestrina, Shakespeare, Tallis).		
Standard III: Students will understand how revolutions have had an impact on the modern world.			
Percentage of coverage for Standard III: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage

Objective 1: Understand processes of revolution.	a. Examine social, religious, and economic issues that may lead to revolution.		
	b. Identify and compare how revolutions develop in multiple areas of human life (<i>e.g.</i> , scientific, agricultural, industrial, political, medical).		
Objective 2: Analyze the impact of selected revolutions.	a. Identify representative people from selected revolutions (<i>e.g.</i> , Napoleon, Martin Luther, James Watt, Isaac Newton, Madame Curie, Anton Van Leeuwenhoek).		
	b. Examine the outcomes of selected revolutions (<i>e.g.</i> , the Scientific and Industrial revolutions, the Reformation, the French Revolution).		
Standard IV: Students will understand current global issues and their rights and responsibilities in the interconnected world.			
Percentage of coverage for Standard IV: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 1. Analyze how major world events of the 20th century affect the world today.	a. Identify key events, ideas, and leaders of the 20 th century (<i>e.g.</i> , World War I, World War II, the Cold War, the Korean and Vietnamese conflicts, Dynamic Asian economies).		

	b. Describe the impact of these events on the world today.		
Objective 2: Explore current global issues facing the modern world and identify potential solutions.	a. Investigate pressing issues facing the world today (<i>e.g.</i> , environmental, pollution, political turmoil, hunger, poverty, genocide, famine, natural disasters, child labor).		
	b. Identify potential solutions to pressing issues.		
	c. Identify individuals and groups making positive changes in the world today and support these choices with evidence.		
Objective 3: Determine human rights and responsibilities in the world.	a. Identify rights considered essential for all humans (<i>e.g.</i> , health care, education, safety, freedom from fear, freedom of expression).		
	b. Propose steps individual students can take to protect these rights (<i>e.g.</i> , support for sister schools, energy and resource conservation, letter writing, career choices, fundraising efforts).		

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	Materials have some content inaccuracies, but do not show content bias.	Materials show many content inaccuracies and some content bias. Materials have very limited cross	Materials have major content inaccuracies. Materials have no cross curricular		

	cross-curricular references and experiences. Materials are age appropriate.	Materials utilize some cross-curricular references. Materials are 70% age appropriate	curricular references. Materials are approximately 50% age appropriate.	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 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	Student materials provide some table of contents, indices, glossaries, and other references	Student materials provide a limited amount of table of contents, indices, glossaries, and other	Student materials provide very little, if any, table of contents, indices, glossaries, and other		

	to assist and guide students, parents, and teachers.	to assist and guide students, parents, and teachers.	references to assist and guide students, parents, and teachers.	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.		
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	Parent ancillary materials are appropriate providing adequate support for desired student learning through a variety of	Parent ancillary materials are not always appropriate nor do they provide adequate support through a variety of opportunities for	There are no parent ancillary materials available.		

	activities, homework, and practice opportunities.	opportunities and activities.	student learning.			
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	Program provides ways to adapt curriculum for all	Program provides some ways to adapt curriculum to meet	Program provides limited strategies to assist special learning	Program provides no strategies to assist special		
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populations.	students, (e.g., special learning needs, learning disabilities, ELL, and advanced learners).	special learning needs of students.	needs of students.	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: _____