



Form F

Publisher Alignment Form and Review Scoring Rubric

Summer 2013 Adoption Review Institute

Publisher Information and Instructions:

Corporation or Publisher:	<u>The Goodheart-Willcox Company, Inc.</u>	Submitted By (Name):	<u>Kelly A. Jackson</u>	E-mail:	<u>kjackson@g-w.com</u>
Division or Imprint:	<u>Goodheart-Willcox Publisher</u>	Phone:	<u>708.623.1911</u>	Lexile Score:	<u>1050L</u>
Title of Student Edition:	<u>Foundations of Personal Finance</u>	ISBN:	<u>978-1-61960-357-8</u>		
Title of Teacher Edition:	<u>Foundations of Personal Finance - Instructor's Edition</u>	ISBN:	<u>978-1-61960-361-5</u>		

Alignment Contact Information:

Completed By (Name):	<u>Kelly A. Jackson</u>	E-mail:	<u>kjackson@g-w.com</u>
Phone:	<u>708.623.1911</u>	Date:	<u>May 22, 2013</u>

SECTION I: (CONTENT STANDARDS) CITATION REQUIREMENTS AND SCORING

- Enter the highest level of citation for each indicator; enter the page number and the paragraph. (Example: [123-5] would refer the reviewer to Page 123, paragraph 5 to find the evidence of the indicator.)
 - Citations may refer to either the Student Edition or the Teacher Edition.
 - Each citation must address the appropriate level of cognition:
 - Citation 1: Cites material that provides an introduction to the content at the basic knowledge and recall levels.
 - Citation 2: Cites material that builds on prior knowledge/skills at the comprehension and application levels.
 - Citation 3: Cites material that builds on prior knowledge/skills and integrates content to meet the standard at the analysis, synthesis and/or evaluation levels.
 - The citation(s) must be found satisfactory by the Review Team to meet the requirements of the standard. Scoring will be as follows:
 - Satisfactory citations at the “Basic Knowledge” level only, or no valid citations, score zero (0) points.
 - Satisfactory citations at the “Application” level score a total of six (6) points.
 - Satisfactory citations at the highest levels of Bloom’s Taxonomy score a total of ten (10) points.
- NOTE:** The reviewer will ONLY enter the highest level score. (Example, if the publisher places a citation in Column 2 and 3 and the reviewer verifies that it meets level three (3), they will enter ten (10) points)

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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: _____

Reviewer Name: _____	Reviewer Number: _____	Date: _____	Facilitator: _____
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REVIEWER INSTRUCTIONS

- Every item with an item number in the "Item #" column must be scored. For each citation you verify, make a note in the citation cell.
- Based on the citations you verified, enter the score in the "Item Score" column at the end of the row.
 - Citations that you verify at the "Basic Knowledge" levels only, or no valid citations, score zero (0) points
 - Citations that you verify at the "Basic Knowledge" and "Application" levels score a total of six (6) points
 - Citations that you verify at all three levels score a total of ten (10) points
- NOTE:** You will ONLY enter the highest level score. For example, if the publisher places a citation in Column 2 and 3 and you verify that it meets level three (3), you will enter ten (10) points
- At the end of each page, total the scores in the "Item Score" column. Enter the total score in the "Page Total Score" box at the bottom of each page.
- At the end of each section, add up all your "Page Total Score boxes and enter that total in the Reviewers Section I "Total Section Score" Box

POINTS DEFINITION:

- Zero (0): Citations did not meet the requirements of the standard at one level
- Six (6): Citations met the requirements of the standards at two of the levels
- Ten (10): Citations met the requirements of the standard at all three levels.

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SECTION I Common Career Technical Core (CCTC)	Citation 1	Citation 2	Citation 3	Item #	Item Score
Career Cluster™					
<p>Publishers are to align instructional material to a single relevant Career Cluster™: (Select one and secure the document from the Form F Supplement folder on the IMB website: http://www.ped.state.nm.us/InstructionalMaterial)</p> <ul style="list-style-type: none"> ▪ Form F.1: Agriculture, Food and Natural Resources ▪ Form F.2: Architecture and Construction ▪ Form F.3: Arts, A/V Technology and Communications ▪ Form F.4: Business Management and Administration ▪ Form F.5: Education and Training ▪ Form F.6: Finance ▪ Form F.7: Government and Public Administration ▪ Form F.8: Health Science ▪ Form F.9: Hospitality and Tourism ▪ Form F.10: Human Services ▪ Form F.11: Information Technology ▪ Form F.12: Law, Public Safety, Corrections and Security ▪ Form F.13: Manufacturing ▪ Form F.14: Marketing ▪ Form F.15: Science, Technology, Engineering and Mathematics ▪ Form F.16: Transportation, Distribution and Logistics 					
Relevant Career Pathway					
<p>In each Form F Supplement individual career pathway CCTC standards are identified. The publisher is to select ONLY one career pathway to align the instructional materials.</p>					

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SECTION I New Mexico Content Standards and Benchmarks for Career Technical Education (NM PED Rule 6.33.2)		Citation 1	Citation 2	Citation 3	Item #	Item Score
Strand 1: Academic Foundations						
Content Standard 1:	Students will achieve the academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities common to all Career Cluster™.				1	
Complete required training, education and certification to prepare for employment in a particular career field.		475-5, 483-3, 483-4, 483-5, 484-5, 485-1, 486-2, 486-4, 487-2, 487-3, 487-4, 488-2, 489-1 Figure 7-5, 232-all Figure 15-2, 476-1	475-6, 477-2, 478-2, 478-3, 485-2, 485-3, 485-4, 485-5, 486-1, 487-1, 489-3, 489-4, 489-5, 489-6, 489-7, 489-8 Common Core, 326-3 Career features (26-all, 61-all, 102-all, 135-all, 164-all, 204-all, 244-all, 283-all, 321-all, 347-all, 378-all, 406-all, 429-all, 462-all, 491-all, 522-all, 550-all, 602-all, 622-all, 654-all)	478-1, 478-2, 490-1, 493-5, 500-4, 502-all, 503-2, 504-1 Figure 16-1, 501-all Figure 16-2, 503-all Figure 16-3, 505-all	2	
Demonstrate knowledge and skills in language arts required to pursue the full range of postsecondary education and career opportunities.		475-5, 521-2 Figure 15-2, 476-1 Reading Prep (4-3, 32-4, 72-5, 110-4, 144-4, 170-3, 210-8, 250-3, 292-4, 328-4, 354-3,	475-6, 521-3, 521-4 Common Core (30-3, 30-4, 30-5, 68-3, 108-3, 142-3, 168-3, 168-4, 208-5, 248-3, 288-3, 326-3, 382-3, 382-4,	500-4, 502-all, 503-2, 504-1 Figure 16-1, 501-all Figure 16-2, 503-all Figure 16-3, 505-all Common Core	3	

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	384-4, 412-4, 436-7, 470-7, 498-7, 530-4, 558-3, 580-6, 608-4, 630-6)	410-3, 434-3, 466-3, 496-3, 528-6, 528-7, 528-8, 554-3, 578-3, 578-4, 578-5, 606-3, 628-3658-3, 658-4)	(68-4, 68-5, 108-4, 108-5, 142-4, 142-5, 168-5, 208-6, 208-7, 248-4, 248-5, 288-4, 288-5, 326-4, 326-5, 382-5, 410-4, 410-5, 434-4, 434-5, 466-4, 466-5, 496-4, 496-5, 554-4, 554-5, 606-4, 606-5, 628-4, 628-5, 658-5)		
Demonstrate knowledge and skills of mathematics required to pursue the full range of postsecondary education and career opportunities.	475-5 Figure 15-2, 476-1 34-4, 36-4, 36-5, 37-1, 41-1, 43-2, 45-1, 45-3 You Do the Math (23-all, 43-all, 91-all, 122-all)	475-6 38-1, 38-8, 39-1, 41-1 You Do the Math (162-all, 185-all, 223-all, 255-all, 314-all, 340-all, 363-all, 398-all, 427-all, 454-all, 474-all, 513-all, 538-all, 573-all, 584-all, 620-all, 647-all)	37-3, 38-2, 39-2, 40-1, 40-2, 159-1, 159-2, 159-3, 160-1, 160-2, 160-3, 160-4, 160-5, 162-1 Figure 2-3, 36-all Figure 2-4, 37-all Figure 2-5, 40-all Figure 2-7, 42-1 Figure 2-8, 42-2 Figure 2-9, 44-all Figure 5-5, 159-4 Figure 5-6, 160-6 Figure 5-7, 161-all	4	

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SECTION I New Mexico Content Standards and Benchmarks for Career Technical Education (NM PED Rule 6.33.2)		Citation 1	Citation 2	Citation 3	Item #	Item Score
				Math Skills Handbook (660–675-all)		
Demonstrate knowledge and skills of science required to pursue the full range of postsecondary education and career opportunities.		475-5 Figure 15-2, 476-1	475-6 Careers in Health Science, 378-all	Figure 16-1, 501-all Figure 16-2, 503-all Figure 16-3, 505-all	5	
Content Standard 2:	Students will develop specific language arts, math and science skills required to pursue pathway opportunities within a Career Cluster™.				6	
Demonstrate knowledge and skills of language arts specific to a career pathway opportunity.		475-5, 521-3 Figure 15-2, 476-1 Reading Prep (4-3, 32-4, 72-5, 110-4, 144-4, 170-3, 210-8, 250-3, 292-4, 328-4, 354-3, 384-4, 412-4, 436-7, 470-7, 498-7, 530-4, 558-3, 580-6, 608-4, 630-6)	475-6, 521-4, 521-5 Career feature, 26-all Common Core (30-3, 30-4, 30-5, 68-3, 108-3, 142-3, 168-3, 168-4, 208-5, 248-3, 288-3, 326-3, 382-3, 382-4, 410-3, 434-3, 466-3, 496-3, 528-6, 528-7, 528-8, 554-3, 578-3, 578-4, 578-5, 606-3, 628-3658-3, 658-4)	500-4, 502-all, 503-2, 504-1, 521-6, 523-all, 524-all Figure 16-1, 501-all Figure 16-2, 503-all Figure 16-3, 505-all	7	

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SECTION I New Mexico Content Standards and Benchmarks for Career Technical Education (NM PED Rule 6.33.2)	Citation 1	Citation 2	Citation 3	Item #	Item Score	
Demonstrate knowledge and skills of mathematics specific to a career pathway opportunity.	475-5 Figure 15-2, 476-1 You Do the Math (23-all, 43-all, 91-all, 122-all)	475-6 You Do the Math (162-all, 185-all, 223-all, 255-all, 314-all, 340-all, 363-all, 398-all, 427-all, 454-all, 474-all, 513-all, 538-all, 573-all, 584-all, 620-all, 647-all) Career features (61-all, 102-all, 135-all, 204-all, 244-all, 464-all)	Math Skills Handbook (660–675-all)	8		
Demonstrate knowledge and skills of science specific to a career pathway opportunity.	475-5 Figure 15-2, 476-1	475-6 Careers feature, 378-all	Figure 16-1, 501-all Figure 16-2, 503-all Figure 16-3, 505-all	9		
Strand 2: Communications						
Content Standard 1:	Students will use oral and written communication skills in creating, expressing and interpreting information and ideas, including technical terminology and information				10	
Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary.	Reading Prep (110-3, 144-4)	Build Your Vocabulary (13-7, 21-8, 27-9, 46-6, 54-7, 65-6, 80-7, 92-9, 105-6, 125-6, 139-6, 157-6,	401-2, 401-3, 402-all, 403-1, 442-3, 443-1, Figure 12-3, 404-all Teamwork 434-1	11		

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		165-9, 181-7, 189-8, 197-6, 205-6, 230-6, 245-10, 257-10, 269-11, 275-8, 285-7, 302-6, 323-6, 335-6, 349-11, 369-7, 379-10, 396-8, 407-7, 420-7, 431-7, 443-7, 457-6, 463-10, 482-6, 493-8, 509-8, 518-6, 525-6, 539-8, 551-6, 565-11, 575-6, 588-6, 603-10, 618-6, 625-6, 641-6, 655-6) Common Core (142-4, 208-7, 248-4, 248-5)	Common Core, 142-5 Event Prep (353-2, 353-3, 435-1, 435-2)		
Demonstrate use of the concepts, strategies and systems for obtaining and conveying ideas and information to enhance communication in the workplace.	Reading Prep (110-3, 144-4, 170-4)	506-4, 506-5 Common Core (142-4, 352-4) Ethics, 366-margin	401-2, 401-3, 402-all, 403-1, 442-3, 443-1, 452-2, 452-3, 452-4, 452-5, 452-6, 453-1, 453-2, 453-3, 453-4, 453-5,	12	

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			453-6, 507-2, 507-3, 507-4 Common Core (108-5, 326-4, 466-5)		
Locate, organize and reference written information from various sources to communicate co-workers and clients/participants.	Common Core, 434-4	388-4, 447-2, 449-3, 478-4, 479-1, 521-3 Common Core (142-4, 248-4, 248-5)	334-1, 334-2, 334-3, 334-4, 334-5, 479-2, 479-3, 480-1 Common Core (168-4, 168-5, 352-3) Event Prep, 353-2, 353-3	13	
Evaluate and use information resources to accomplish specific occupational tasks.	Common Core, 434-4	387-1, 388-4, 447-2, 449-3, 478-4, 479-1, 521-3, Common Core (142-4, 248-4, 326-5)	334-1, 334-2, 334-3, 334-4, 334-5 Teamwork 410-1 Common Core (108-5, 168-4, 168-5, 326-4, 352-3)	14	
Use correct grammar, punctuation and terminology to write and edit documents.	515-5, 521-3	521-4, 521-5 Common Core (142-4, 248-5, 326-5)	500-4, 502-all, 503-2, 504-1, 521-6, 523-all, 524-all Figure 16-1, 501-all Figure 16-2, 503-all Figure 16-3, 505-	15	

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			all Common Core (108-5,142-5,168-5, 352-3) Event Prep, 353-2, 353-3		
Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.	502-4, 504-1, 506-2, 506-3 Event Prep, 69-2, 69-3	506-2, 506-4, 506-5 Common Core (108-4, 142-4, 248-4, 352-4) Event Prep, 169-2, 169-3, 353-2, 353-3	507-2 Teamwork, 434-1 Common Core (108-5, 142-5, 168-4, 168-5, 326-4, 466-5, 628-4, 628-5) Event Prep, 435-2, 435-3, 629-2, 629-3	16	
Interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants.	506-1, 506-6	506-4, 506-5 Common Core, 208-7	507-1, 507-2, 512-1, 512-2, 512-3, 512-4, 513-1, 513-2 Common Core, 208-6	17	
Develop and interpret tables, charts and figures to support written and oral communications.	Figure 3-8, 97-1 Figure 2-1, 34-6 Figure 2-2, 35-2 Figure 2-10, 50-1 Figure 3-8, 97-1 Figure 6-2, 178-4 Figure 6-3, 179-1 Figure 18-1, 566-4	Figure 2-3, 35-6 Figure 2-4, 37-4 Figure 2-11, 57-5, 58-all Figure 2-12, 62-2 Figure 3-7, 95-all Figure 18-2, 575-5 Figure 21-1, 636-	159-1, 160-2, 160-3 Figure 2-5, 40-3 Figure 2-7, 42-1 Figure 2-8, 42-2 Figure 2-9, 44-all Figure 4-1, 113-5 Figure 5-4, 155-5, 156-all	18	

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	Figure 21-2, 636-5 Figure 21-3, 637-1 Figure 21-5, 645-6 Figure 21-6, 649-3 Common Core, 168-3	4 Common Core (248-4, 326-3, 352-4, 410-3)	Figure 5-5, 159-5 Figure 5-6, 160-6 Figure 7-6, 234-6 Figure 8-1, 256-6 Figure 18-1, 566-4 Figure 18-2, 572-5 Figure 20-1, 612-1 Figure 20-2, 615-1 Teamwork 410-1 Common Core, 466-5		
Listen to and speak with diverse individuals to enhance communication skills.	506-1	506-4, 506-5 Common Core (108-4, 208-7)	388-6, 507-2, 507-3, 507-4 Figure 12-1, 389-all Teamwork, 434-1 Common Core (108-5, 168-5, 208-6) Event Prep (353-2, 353-3, 435-1, 435-2)	19	
Exhibit public relations skills to increase internal and external customer/client satisfaction.	506-1 Common Core, 248-3	506-4, 506-5, 506-6 Common Core, 248-5	507-1, 507-2, 508-2 Teamwork, 434-1 Common Core, 168-5	20	

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Content Standard 2:	Students will locate, organize and reference written information from various sources to compose and prepare oral and written communication to convey technical concepts and company information.				21	
Use writing and organizational skills to construct reports, graphs and tables.		515-5, 521-3 Common Core, 168-3	521-4, 521-5 Common Core (248-4, 326-3, 326-5, 410-3)	500-4, 502-all, 503-2, 504-1, 521-6, 523-all, 524-all Teamwork 410-1 Common Core (168-4, 168-5, 352-3)	22	
Identify the main idea of an informational text and determine the essential elements of the text.		Bright Idea (3-1, 71-1, 291-1, 469-1, 557-1) Reading Prep, 4-3	388-4 Chapter Summary (28-1, 28-2, 28-3, 28-4, 28-5, 28-6, 28-7, 66-1, 66-2, 66-3, 66-4, 66-5, 66-6, 66-7, 66-8, 66-9, 106-all, 140-1, 140-2, 140-3, 140-4, 140-5, 166-1, 166-2, 166-3, 166-4, 166-5, 206-all, 207-1, 246-1, 246-2, 246-3, 246-4, 246-5, 246-6, 246-7, 286-all, 324-1,	298-1, 334-3 Why It Matters (3-3, 3-4, 71-3, 71-4, 469-3, 557-3) Common Core (326-4, 352-3)	23	

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		324-2, 324-3, 324-4 324-5, 350-1, 350-2, 350-3, 350-4, 350-5, 350-6, 350-7, 380-1, 380-2, 380-3, 380-4, 380-5, 380-6, 380-7, 408-1, 408-2, 408-3, 408-4, 408-5, 408-6, 408-7, 432-1, 432-2, 432-3, 432-4, 432-5, 432-6, 432-7, 432-8, 464-all, 494-1, 494-2, 494-3, 494-4, 494-5, 494-6, 494-7, 526-all, 552-1, 552-2, 552-3, 552-4, 552-5, 552-6, 576-1, 576-2, 576-3, 576-4, 576-5, 576-6, 604-1, 604-2, 604-3, 604-4, 604-5, 604-6, 604-7, 626-1,			

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		626-2, 626-3, 626-4, 656-1, 656-2, 656-3, 656-4, 656-5, 656-6, 656-7) Common Core, 248-4			
Identify and prepare support materials for an oral presentation.	502-4, 506-1 Event Prep, 69-2, 69-3	274-5, 388-4, 506-2, 506-3, 506-4 Common Core (352-4, 410-5) Event Prep, 169- 2, 169-3, 353-2, 353-3	277-2, 334-1, 334-2, 334-3, 334-4, 334-5, 521-6, 521-6, 523-all, 524-all Common Core (168-4, 208-7) Teamwork, 528-4 Event Prep, 435- 2, 435-3, 629-2, 629-3	24	
Strand 3: Problem solving and critical thinking					
Content Standard 1: Students will solve problems using critical thinking skills (analyze, synthesize and evaluate) independently and in teams.				25	
Employ critical thinking skills independently and in teams to solve problems and make decisions.	325-17, 495-14, 577-14 Common Core (208-5, 248-3)	444-3, 444-4, 444-5, 444-6, 444-7, 445-all, 446-1, 447-1, 447-2 Common Core, 410-3	256-2, 256-3, 256-4, 256-5, 442-3, 443-1, 507-2, 507-3, 507-4 Figure 8-1, 256-6 Figure 8-3, 278-1 Figure 8-5, 285-1 Teamwork, 410-1	26	

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			Common Core, 326-4		
Employ critical thinking and interpersonal skills to resolve conflicts with staff or customers.	29-19, 351-11, 351-13 Figure 1-1, 18-6 Common Core, 248-3	29-15, 351-19, 351-20, 401-2, 401-3 Common Core, 208-7	18-5, 19-1, 29-18, 256-all, 351-18, 346-4, 346-5, 346-6, 348-1, 507-2, 507-3, 507-4	27	
Identify, write and monitor workplace performance goals to guide progress in assigned areas of responsibility and accountability.	9-2, 11-1, 148-1	9-3, 9-4, 9-5, 9-6, 11-2, 35-1 Figure 2-2, 35-2 Figure 5-1, 148-4	9-7, 9-8, 9-9, 10-1, 10-2, 10-3, 10-4, 11-1, 11-2, 36-1, 148-2, 148-3, 149-1, 149-2, 149-3	28	
Conduct technical research to gather information necessary for decision-making.	90-1, 297-7, 297-8, 299-2, 621-1	90-all, 91-1, 91-2, 274-5, 387-1, 388-4, 444-3, 444-4, 444-5, 444-6, 444-7, 445-all, 446-1, 447-2, 449-3, 521-3 Common Core (142-4, 248-4, 326-5)	256-2, 256-3, 256-4, 256-5, 297-9, 298-1, 298-3, 334-1, 334-2, 334-3, 334-4, 334-5, 401-2, 401-3, 402-all, 403-1, 442-3, 443-1, 452-2, 452-3, 452-4, 452-5, 452-6, 453-1, 453-2, 453-3, 453-4, 453-5, 453-6, 479-2, 479-3, 480-1 Figure 8-1, 256-6	29	

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				Common Core (108-5, 168-4, 168-5, 326-4, 352-3)		
Content Standard 2:	Students will demonstrate the ability to evaluate and verify the appropriateness of a solution to a problem.				30	
Understand problem-solving techniques.		18-5, Figure 1-1, 18-6 Common Core, 434-4	Common Core, 410-3	18-5, 19-1, 19-2, 19-3, 256-2, 256-3, 256-4, 256-5 Figure 8-1, 256-6 Teamwork, 410-1 Common Core, 466-5	31	
Study potential, real and perceived emergency situations to recognize and implement appropriate safety and security measures.		510-5, 510-6, 511-3, 511-5 Figure 16-6, 512-1	511-4, 518-2	527-6 Teamwork, 528-4	32	
Strand 4: Information Technology and Applications						
Content Standard 1:	Students will use information technology tools specific to the Career Cluster™ to access, manage, integrate and create information.				33	
Use personal information management (PIM) applications to increase workplace efficiency.		47-3, 52-3, 202-2 Figure 2-10, 50-1 Figure 6-7, 202-6 Figure 15-2, 476-1	48-2, 48-3, 48-4, 49-all, 50-2, 51-1, 51-2, 52-4, 202-3, 202-4	51-3, 51-4, 52-1, 52-2, 52-6, 52-7, 53-all, 54-1, 203-all Common Core (326-5)	34	
Employ technological tools to expedite workflow.		Figure 15-2, 476-1 Common Core, 434-4	478-4, 479-1 Common Core (108-4, 142-2, 248-5, 352-4,	53-all, 54-1, 479-2, 479-3, 480-1, 481-4 Teamwork, 410-1	35	

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		434-3)	Common Core (168-5, 326-4, 352-3, 528-8)		
Operate internet applications to perform workplace tasks.	202-1 Figure 6-7, 202-6 Figure 15-2, 476-1 Common Core (168-3, 434-4)	202-3, 202-4, 478-4, 479-1 Common Core, 434-3	53-all, 54-1, 203-all, 479-2, 479-3, 480-1 Common Core (326-4, 528-8)	36	
Operate writing and publishing applications to prepare business communications.	515-5, 521-3	521-4, 521-5 Common Core (142-4, 248-5)	500-4, 502-all, 503-2, 504-1, 521-6, 523-all, 524-all Figure 16-1, 501-all Figure 16-2, 503-all Figure 16-3, 505-all Common Core (168-5, 352-3)	37	
Operate presentation applications to prepare and deliver presentations.	513-3, 513-4, 513-5	514-1, 514-2, 514-3 Ethics, 514-margin Common Core (108-4, 352-4)	514-4, 514-5, 515-1, 515-2 Common Core (628-4, 628-5) College and Career Readiness Portfolio, 629-1 Event Prep (353-2, 353-3, 435-1,	38	

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				435-2)		
Employ spreadsheet applications to organize and manipulate data.	52-3	52-4	52-6, 52-7	39		
Employ database applications to manage data.	47-3, 52-3	48-2, 48-3, 48-4, 49-all, 50-2, 51-1, 51-2, 52-4	51-3, 51-4, 52-1, 52-2, 52-6, 52-7, 53-all, 54-1	40		
Employ computer operations applications to manage work tasks.	47-3, 52-3	48-2, 48-3, 48-4, 49-all, 50-2, 51-1, 51-2, 52-4	51-3, 51-4, 52-1, 52-2, 52-6, 52-7, 53-all, 54-1	41		
Content Standard 2: Students will recognize and use information technology tools to access, manage, integrate, create and share information within a designated career pathway.				42		
Use computer-based equipment (containing embedded computers or processors) to control devices.	513-3, 513-4, 513-5, 515-3, 515-4, 515-5, 515-6	117-4, 118-1, 514-1, 514-2, 514-3 Ethics, 514- margin	479-2, 479-3, 480-4, 514-4, 514-5, 515-1, 515-2	43		
Employ collaborative/groupware applications to facilitate group work.			Teamwork (30-1, 68-1, 108-1, 142- 2, 168-1, 208-3, 248-1, 288-1, 326-1, 352-1, 382-1, 410-1, 434-1, 466-1, 496-1, 528-4, 554-1, 578-1, 606-1, 628-1, 658-1)	44		
Use installation and operating manuals.		460-7, 461-1, 461-2, 448-5		45		
Strand 5: Systems						
Content	Students will demonstrate understanding of roles within				46	

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Standard 1:	teams, work units, departments, organizations, inter-organizational systems and the larger environment					
	Describe the nature and types of business organizations to build an understanding of the scope of the organizations.	520-1, 520-2	519-all Ethics, 224- margin	521-6, 523-all, 524-all	47	
	Implement quality control systems and practices to ensure quality products and services.	23-margin, 317-4, 317-5, 510-3, 510-4, 510-5, 510-6, 511-3, 511-5	227-4, 227-5, 298-2, 318-3, 318-4, 319-all, 320-1, 320-2, 320-3, 320-4, 320-5, 567-4, 568-5	11-6, 11-7, 11-8, 252- all, 253-all, 254-all, 255-all, 512-all, 513-1, 513-2	48	
Content Standard 2:	Students will identify how key organizational systems and government affect organizational performance and the quality of products and services.				49	
	Identify occupation specific governmental regulations and national, state and local building codes to establish workplace/jobsite regulations and codes.	510-3, 510-4, 510-5, 510-6 Figure 10-2, 337- 5	Figure 9-6, 311-5 Figure 16-5, 511- 1	336-4,337-2, 337-3, 339-8, 341, 601-3	50	
	Identify workplace/jobsite environmental hazards in order to promote workplace/jobsite safety.	510-5, 510-6, 511-3, 511-5 Figure 10-2, 337- 5 Figure 16-6, 512- 1	511-4	336-4,337-2, 337-3, 339-8, 601-3	51	
	Understand global context of industries and careers.	651-6, 651-7, 653-2	652-1, 652-2, 652-3, 652-4	481-5, 481-6, 653-1, 653-3, 653-4, 657-20	52	
Strand 6:	Safety, health and environment management.					
Content Standard 1:	Students will demonstrate understanding of the importance of health, safety and environmental management systems in organizations and their importance to organizational				53	

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Implement personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.	510-5, 510-6, 511-3, 511-5 Figure 10-2, 337-5 Figure 16-6, 512-1	320-4, 320-5, 511-4 Figure 16-5, 511-1	336-4, 601-3 Teamwork, 528-4	54		
Complete work tasks in accordance with employee rights and responsibilities and employer's obligations to maintain workplace safety and health.	510-5, 510-6, 511-3, 511-5 Figure 16-6, 512-1	511-4	336-4, 337-2, 337-3, 339-8517-4, 517-5, 601-3	55		
Employ emergency procedures as necessary to provide aid in workplace accidents.	510-5, 510-6, 511-3, 511-5 Figure 10-2, 337-5 Figure 16-6, 512-1	511-4	362-6 Teamwork, 528-4	56		
Employ knowledge of response techniques to create a disaster or emergency response plan.	510-5, 510-6, 511-3, 511-5 Figure 10-2, 337-5 Figure 16-6, 512-1	511-4, 534-3, 534-4, 534-5, 535-7, 535-2 Figure 17-1, 534-6	362-6 Teamwork, 528-4	57		
Content Standard 2: Students will follow organizational policies and procedures and contribute to continuous improvement in performance and compliance.				58		
Understand health and safety standards and concepts in the workplace.	510-5, 510-6, 511-3, 511-5 Figure 10-2, 337-5 Figure 16-6, 512-1	320-4, 320-5, 511-4 Figure 16-5, 511-1	336-4, 337-2, 337-3, 339-8 Teamwork, 528-4	59		

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Implement procedures to protect health and safety of all individuals.	1 510-5, 510-6, 511-3, 511-5 Figure 10-2, 337-5 Figure 16-6, 512-1	511-4 Figure 16-5, 511-1	341, 362-6 Teamwork, 528-4	60	
Strand 7: Leadership and teamwork. Content Standard 1: Students will use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.				61	
Employ leadership skills to accomplish organizational goals and objectives.	9-2, 11-1, 148-1	9-3, 9-4, 9-5, 9-6, 11-2, 35-1 Figure 2-2, 35-2 Figure 5-1, 148-4 Common Core, 578-4 Ethics, 51-margin, 366-margin, 585-margin	9-7, 9-8, 9-9, 10-1, 10-2, 10-3, 10-4, 11-1, 11-2, 36-1, 19-2, 19-3, 148-2, 148-3, 149-1, 149-2, 149-3, 508-1 Teamwork, 68-1	62	
Employ organizational and staff development skills to foster positive working relationships and accomplish organizational goals.	18-5, 524-1 Figure 1-1, 18-6 Figure 5-1, 148-4 Common Core, 248-3	18-5, 19-1, 148-2, 148-3, 149-1, 149-2, 149-3, 149-4 Ethics, 51-margin	507-2, 507-3, 507-4, 508-1 Common Core, 466-5	63	
Employ teamwork skills to achieve collective goals and use team members' talents effectively.	Common Core, 248-3	524-1	507-3 Common Core, 466-5 Teamwork (30-1, 68-1, 108-1, 142-	64	

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Establish and maintain effective working relationships with all levels of personnel and other departments in order to accomplish objectives and tasks.	506-1 Common Core, 248-3	506-4, 506-5 Common Core (208-7, 248-5)	388-6, 507-2, 507-3, 507-4 Figure 12-1, 389- all Common Core, 466-5	65	
Conduct and participate in meetings to accomplish work tasks.	506-1	506-4, 506-5 Common Core (208-7, 352-5, 578-4)	507-2, 507-3, 507-4 Common Core, 466-5 Teamwork, 466-1	66	
Employ mentoring skills to inspire and teach others.	18-5 Figure 1-1, 18-6	18-5, 19-1 Common Core, 578-4	507-2, 507-3, 507-4, 508-1, 508-2	67	
Content Standard 2: Students will employ conflict identification and resolution to achieve organizational goals and objectives.				68	
Use conflict resolution skills to maintain a smooth workflow.	18-5, 621-2	18-5, 19-1	256-2, 256-3, 256-4, 256-5, 507-2, 507-3, 507-4 Figure 8-1, 256-6 Teamwork, 410-1	69	

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Use human relations skills to work cooperatively with co-workers and foster good relations between different cultures, genders and backgrounds.	24-2, 24-3, 38-4, 516-3 Focus on Finance, 498-4, 498-5, 498-6	38-5, 508-2 Figure 16-5, 511-1 Common Core (208-7, 248-5) Ethics, 51-margin	Common Core, 326-4 507-2, 507-3, 507-4, 508-1, 512-1, 512-2, 512-3, 512-4, 512-5, 513-1, 513-2, 517-4, 517-5, 601-3 Teamwork (30-1, 68-1, 108-1, 142-2, 168-1, 208-3, 248-1, 288-1, 326-1, 352-1, 382-1, 410-1, 434-1, 466-1, 496-1, 528-4, 554-1, 578-1, 606-1, 628-1, 658-1)	70	
Strand 8: Ethics and legal responsibilities.					
Content Standard 1:	Students will know and understand the importance of professional ethics and legal responsibilities.				
Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions.	24-2, 24-3, 38-4 Focus on Finance, 498-4, 498-5, 498-6	38-5, 508-2 Ethics (8-margin, 51-margin, 89-margin, 133-margin, 159-margin, 186-margin, 224-margin, 254-	512-1, 512-2, 512-3, 512-4, 512-5, 513-1, 513-2 Teamwork, 68-1	71	72

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		margin, 297-margin, 332-margin, 366-margin, 387-margin, 424-margin, 441-margin, 473-margin, 514-margin, 546-margin, 572-margin, 585-margin, 614-margin, 634-margin) Common Core, 326-5			
Interpret and explain written organizational policies and procedures to help employees perform their jobs according to employer rules and expectations.	500-3, 502-1, 502-4, 500-4, 510-3, 510-4, 506-1, 506-7, 507-1, 518-1, 513-3, 513-4, 513-5, 514-1, 524-1	502-2, 502-3, 503-2, 504-all, 506-2, 506-3, Figure 16-5, 511-1 Common Core (208-7, 248-5) Ethics, 51-margin	506-4, 506-5, 506-6, 507-all, 508-3, 509-1, 509-2, 517-4, 517-5, 601-3 Figure 16-1, 501-all Figure 16-2, 503-1 Figure 16-3, 505-all Figure 16-4, 508-4	73	
Content Standard 2: Students will apply business laws and regulations to business solutions.				74	

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Apply laws and regulations to personnel situations.	510-3, 510-4, 518-1		508-3, 509-1, 509-2, 517-4, 517-5, 601-3 Figure 16-4, 508-4	75	
Apply knowledge of copyright laws to business situations.	513-3, 513-4, 513-5, 514-1	Ethics (514-margin, 585-margin)	514-2, 514-3, FYI, 513-margin	76	
Strand 9: Employability and career development					
Content Standard 1: Students will know and understand the importance of employability skills.				77	
Identify and demonstrate the use of positive work behaviors and personal qualities needed to be employable.	473-2, 473-3, 474-3 Common Core (168-3, 248-3)	473-4, 473-5, 474-1, 474-2, 482-2 Common Core, 326-3	474-4	78	
Develop a personal career plan to meet career goals and objectives.	475-6, 477-1, 482-1	Common Core, 326-3	495-11, 495-17	79	
Demonstrate skills related to seeking and applying for employment to find and obtain a desired job.	482-4 Teamwork, 496-1	Common Core, 326-3	482-5	80	
Content Standard 2: Students will explore, plan and effectively manage careers.				81	
Maintain a career portfolio to document knowledge, skills and experience in a career field.	500-3, 502-1, 502-4, 500-4	502-2, 502-3, 503-2, 504-all	Figure 16-1, 501-all Figure 16-2, 503-1 Figure 16-3, 505-all College and Career Readiness	82	

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			Portfolio (31-all, 69-all, 109-all, 143-all, 168-all, 209-all, 249-all, 289-all, 327-all, 353-all, 383-all, 411-all, 435-all, 467-all, 497-all, 529-all, 555-all, 579-all, 607-all, 629-all, 659-all)		
Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.	477-2, 500-3	492-5, 478-all, 479-all, 480-all, 481-1, 481-2 Figure 15-3, 477-3	481-3, 481-4, 481-5, 481-6, 481-7, 517-3, 517-4, 517-5	83	
Identify and exhibit traits for retaining employment to maintain employment once secured.	473-2, 473-3, 474-3 Common Core (168-3, 248-3)	473-4, 473-5, 474-1, 474-2, 482-2 Common Core, 326-3	507-all, 508-1, 508-2, 474-4	84	
Identify and explore career opportunities in one or more career pathways to build an understanding of the opportunities available in the cluster.	475-2, 475-3, 477-1 Figure 15-1, 475-1	475-2, 482-3 Figure 15-2, 476-all	495-11, 495-17	85	
Recognize and act upon requirements for career advancement to plan for continuing education and training.	483-3, 483-4, 483-5, 484-5, 485-1, 486-2, 486-4, 487-2, 487-3, 487-4, 488-2, 489-1	485-2, 485-3, 485-4, 485-5, 486-1, 487-1, 489-3, 489-4, 489-5, 489-6, 489-7, 489-8	478-1, 478-2, 490-1, 493-5	86	

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			Figure 15-3, 477-3 Figure 15-4, 478-1 Common Core, 326-3			
Continue professional development to keep current on relevant trends and information within the industry.	481-3, 481-4	481-5, 481-6	481-7, 495-5, 495-20	87		
Examine licensing, certification and credentialing requirements at the national, state and local levels to maintain compliance with industry requirements.	486-3	495-7	495-11, 495-17	88		
Examine employment opportunities in entrepreneurship to consider entrepreneurship as an option for career planning.	519-3	527-11, 527-17, 527-18	528-1, 528-2, 528-3	89		
Understand the essential principles of an entrepreneurial organization.	519-3	527-11, 527-17, 527-18	528-1, 528-2, 528-3	90		
Strand 10: Technical skills.						
Content Standard 1:	Students will demonstrate the use of technical knowledge and skills required to pursue careers in all Career Clusters™, including knowledge of design, operation and maintenance of technological systems critical to the Career Cluster™.				91	
Employ information management techniques and strategies in the workplace to assist in decision-making.	18-5, 24-5, 25-1, 25-2, 52-3, 52-4, 52-5, 52-6, 53-all, 54-1	18-5, 19-1, 549-2, 549-3, 550-1 Common Core, 410-3	256-2, 256-3, 256-4, 256-5, 507-2, 507-3, 507-4 Figure 8-1, 256-6 Teamwork (30-1, 410-1) Common Core, 326-4	92		
Employ planning and time management skills and tools to enhance results and complete work tasks.	24-5, 25-1, 117-4, 118-1	19-4, 19-5, 19-6, 19-7, 20-2, 20-3, 52-3, 52-4, 52-5,	20-4, 21-1, 89-4, 89-5, 90-1, 90-2 Figure 1-2, 20-1	93		

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		52-6, 53-all, 54-1, 124-6	Figure 1-3, 21-2		
Content Standard 2: Students will apply and demonstrate technical skills required for career specialties within a selected career pathway.				94	
Understand technical skills requirements within the career field's techniques.	475-5, 475-7, 477-1, 483-3, 483-5, 486-3	Career features (26-all, 61-all, 102-all, 135-all, 164-all, 204-all, 244-all, 283-all, 321-all, 347-all, 378-all, 406-all, 429-all, 462-all, 491-all, 522-all, 550-all, 602-all, 622-all, 654-all)		95	
Establish criteria to identify technical skills needed to run an industry efficiently.	475-5, 475-7, 477-1, 483-3, 483-5, 486-3	Figure 15-2, 476-all Career features (26-all, 61-all, 102-all, 135-all, 164-all, 204-all, 244-all, 283-all, 321-all, 347-all, 378-all, 406-all, 429-all, 462-all, 491-all, 522-all, 550-all, 602-all, 622-all, 654-all)	483-6, 483-7, 484-1, 484-2, 484-3, 484-4, 486-4, 486-5, 486-6, 486-7, 487-3, 487-4, 488-1	96	

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SECTION I Literacy Common Core State Standards		Citation 1	Citation 2	Citation 3	Item #	Item Score
Reading Standards for Literacy in Science and Technical Subjects 9-12						
Key Ideas and Details						
Grades 9-10:	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	86-5, 566-3, 567-1, 572-1 Figure 18-1, 566-4	567-2, 572-2, 572-3 Figure 2-12, 62-2 Figure 3-5, 87-all Figure 18-2, 575-5	88-all, 89-2, 89-3, 89-4, 572-4 Figure 3-6, 89-1	97	
Grades 9-10:	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	Bright Idea (3-1, 71-1, 291-1, 469-1, 557-1)	Chapter Summary (28-1, 28-2, 28-3, 28-4, 28-5, 28-6, 28-7, 66-1, 66-2, 66-3, 66-4, 66-5, 66-6, 66-7, 66-8, 66-9, 106-all, 140-1, 140-2, 140-3, 140-4, 140-5, 166-1, 166-2, 166-3, 166-4, 166-5, 206-all, 207-1, 246-1, 246-2, 246-3, 246-4, 246-5, 246-6, 246-7, 286-all, 324-1, 324-2, 324-3, 324-4 324-5, 350-1, 350-2, 350-3, 350-4, 350-5, 350-6,	Why It Matters (3-3, 3-4, 71-3, 71-4, 469-3, 557-3)	98	

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Grades 9-10: Follow precisely a complex multistep procedure when carrying out	34-3, 34-4, 34-5,	35-1, 500-4, 504-	36-1, 36-3, 37-2,	99	

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experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.		36-2, 36-4, 36-5, 37-1, 38-4, 500-3	1 Figure 2-1, 34-6 Figure 16-1, 501-all	37-3, 38-1, 38-2, 38-3, 38-5, 38-6 39-1, 39-3, 39-4, 39-5, 40-1, 40-2, 41-1, 41-2, 41-3 Figure 2-2, 35-2 Figure 2-3, 36-6 Figure 2-4, 37-4 Figure 2-5, 40-3 Figure 16-3, 505-all		
Grades 11-12:	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	150-1, 180-4, 422-2	150-2, 150-4, 422-3	150-3, 181-1	100	
Grades 11-12:	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	Bright Idea (3-1, 71-1, 291-1, 469-1, 557-1)	Chapter Summary (28-1, 28-2, 28-3, 28-4, 28-5, 28-6, 28-7, 66-1, 66-2, 66-3, 66-4, 66-5, 66-6, 66-7, 66-8, 66-9, 106-all, 140-1, 140-2, 140-3, 140-4, 140-5, 166-1, 166-2, 166-3, 166-4, 166-5, 206-all, 207-1, 246-1, 246-2, 246-3, 246-4, 246-5, 246-6, 246-7, 286-all, 324-1,	Why It Matters (3-3, 3-4, 71-3, 71-4, 469-3, 557-3)	101	

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		324-2, 324-3, 324-4 324-5, 350-1, 350-2, 350-3, 350-4, 350-5, 350-6, 350-7, 380-1, 380-2, 380-3, 380-4, 380-5, 380-6, 380-7, 408-1, 408-2, 408-3, 408-4, 408-5, 408-6, 408-7, 432-1, 432-2, 432-3, 432-4, 432-5, 432-6, 432-7, 432-8, 464-all, 494-1, 494-2, 494-3, 494-4, 494-5, 494-6, 494-7, 526-all, 552-1, 552-2, 552-3, 552-4, 552-5, 552-6, 576-1, 576-2, 576-3, 576-4, 576-5, 576-6, 604-1, 604-2, 604-3, 604-4, 604-5, 604-6, 604-7, 626-1, 626-2, 626-3,			

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Grades 11-12: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	500-4, 504-1	626-4, 656-1, 656-2, 656-3, 656-4, 656-5, 656-6, 656-7) 502-2 Figure 3-5, 87-all	88-all, 89-2, 89-3, 89-4, 502-3 Figure 2-5, 40-3 Figure 3-6, 89-1 Figure 16-1, 501-all Figure 16-3, 505-all College and Career Readiness Portfolio, 629-1	102	
Craft and Structure					
Grades 9-10: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.	6-2, 14-2, 22-2, 34-2, 47-2, 55-2, 74-2, 81-2, 93-2	Build Your Vocabulary (13-7, 21-8, 27-9, 46-6, 54-7, 65-6, 80-7, 92-9, 105-6, 125-6, 139-6, 157-6, 165-9, 181-7, 189-8, 197-6, 205-6, 230-6, 245-10, 257-10, 269-11, 275-8, 285-7, 302-6, 323-6, 335-6, 349-11, 369-7, 379-10, 396-8,		103	

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		407-7, 420-7, 431-7, 443-7, 457-6, 463-10, 482-6, 493-8, 509-8, 518-6, 525-6, 539-8, 551-6, 565-11, 575-6, 588-6, 603-10, 618-6, 625-6, 641-6, 655-6)			
Grades 9-10: Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy)	173-6, 174-1, 174-2, 174-6, 175-1, 308-2, 564-5, 564-6, 571-4, 632-7, 633-1	174-4, 174-7, 308-3, 564-7	564-8, 564-9, 564-10, 625-3 Figure 9-4, 308-5	104	
Grades 9-10: Analyze the author's purpose in an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	34-3, 34-4, 34-5, 36-2, 36-4, 36-5, 37-1, 38-4, 86-5, 500-3	35-1, 500-4, 504-1 Figure 2-1, 34-6 Figure 3-5, 87-all Figure 16-1, 501-all	36-1, 36-3, 37-2, 37-3, 38-1, 38-2, 38-3, 38-5, 38-6 39-1, 39-3, 39-4, 39-5, 40-1, 40-2, 41-1, 41-2, 41-3, 88-all, 89-2, 89-3, 89-4 Figure 2-2, 35-2 Figure 2-3, 36-6 Figure 2-4, 37-4 Figure 2-5, 40-3 Figure 3-6, 89-1 Figure 16-1, 501-all	105	

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Grades 11-12: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.	356-2, 370-2, 386-2, 397-2, 414-2, 421-2, 438-2, 444-2, 458-2	Build Your Vocabulary (13-7, 21-8, 27-9, 46-6, 54-7, 65-6, 80-7, 92-9, 105-6, 125-6, 139-6, 157-6, 165-9, 181-7, 189-8, 197-6, 205-6, 230-6, 245-10, 257-10, 269-11, 275-8, 285-7, 302-6, 323-6, 335-6, 349-11, 369-7, 379-10, 396-8, 407-7, 420-7, 431-7, 443-7, 457-6, 463-10, 482-6, 493-8, 509-8, 518-6, 525-6, 539-8, 551-6, 565-11, 575-6, 588-6, 603-10, 618-6, 625-6, 641-6, 655-6)	Figure 16-3, 505-all	106	
Grades 11-12: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	Figure 3-8, 97-1 Figure 6-2, 178-4 Figure 6-3, 179-1 Figure 21-5, 645-	Figure 3-7, 95-all	Figure 4-1, 113-5 Figure 7-6, 234-6 Figure 8-1, 256-6 Figure 18-1, 566-	107	

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	6		4 Figure 18-2, 572-5 Figure 20-1, 612-1 Figure 20-2, 615-1		
Grades 11-12: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	472-3, 472-5, 632-4, 632-5, 645-1	472-4, 489-9, 490-1, 490-2, 619-5, 619-6, 639-2, 645-2, 645-3	472-6, 473-1, 474-1, 474-3, 474-4, 475-2, 475-3, 475-4, 492-2, 645-4 Figure 15-1, 475-1 Figure 15-5, 492-4	108	
Integration of Knowledge and Ideas					
Grades 9-10: Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	Figure 2-1, 34-6 Figure 2-2, 35-2 Figure 2-10, 50-1 Figure 3-8, 97-1 Figure 6-2, 178-4 Figure 6-3, 179-1 Figure 18-1, 566-4 Figure 21-2, 636-5 Figure 21-3, 637-1 Figure 21-5, 645-6 Figure 21-6, 649-	Figure 2-3, 35-6 Figure 2-4, 37-4 Figure 2-11, 57-5, 58-all Figure 2-12, 62-2 Figure 3-7, 95-all Figure 18-2, 575-5 Figure 21-1, 636-4	159-1, 160-2, 160-3 Figure 2-5, 40-3 Figure 2-7, 42-1 Figure 2-8, 42-2 Figure 2-9, 44-all Figure 4-1, 113-5 Figure 5-4, 155-5, 156-all Figure 5-5, 159-5 Figure 5-6, 160-6 Figure 7-6, 234-6 Figure 8-1, 256-6 Figure 18-1, 566-4	109	

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		3		Figure 18-2, 572-5 Figure 20-1, 612-1 Figure 20-2, 615-1		
Grades 9-10:	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	163-1, 163-2, 165-1, 165-3, 212-3	23-2, 77-1, 478-4, 479-1, 651-4, 650-5, 650-7, 651-5	163-2, 164-1, 165-2, 212-4, 212-5, 213-all, 214-all, 215-1, 215-2, 570-3	110	
Grades 9-10:	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	173-6, 174-1, 174-2, 174-6, 175-1, 308-2, 473-2, 473-3, 564-5, 564-6, 571-4, 632-7, 633-1	174-4, 174-7, 308-3, 473-4, 564-7	564-8, 564-9, 564-10, 625-3 Figure 9-4, 308-5	111	
Grades 11-12:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	297-9, 299-3, 345-2	299-4, 299-6 Common Core (108-4, 352-4)	298-1, 298-3, 299-4, 334-1, 334-2, 334-3, 334-4, 334-5 Event Prep, 353-2	112	
Grades 11-12:	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	18-5, 19-1, 264-4, 272-6, 272-7,	7-2, 254-1, 254-2, 254-3, 254-4, 254-5, 330-3, 330-4, 337-4, 338-1, 338-2 Figure 1-1, 18-6	256-2, 256-3, 256-4, 256-5, 334-1, 334-2, 334-3, 334-4, 334-5 Figure 8-1, 256-6	113	
Grades 11-12:	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a	136-4, 521-3, 521-4	136-5, 136-6, 521-5	136-7, 137-2, 137-3, 138-1,	114	

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process, phenomenon, or concept, resolving conflicting information when possible.		Figure 4-10, 137-1 You Do the Math (23-all, 43-all, 91-all, 122-all)	You Do the Math (162-all, 185-all, 223-all, 255-all, 314-all, 340-all, 363-all, 398-all, 427-all, 454-all, 474-all, 513-all, 538-all, 573-all, 584-all, 620-all, 647-all)	523-all, 524-all Figure 4-11, 138-2 College and Career Readiness Portfolio (31-all, 69-all, 109-all, 143-all, 168-all, 209-all, 249-all, 289-all, 327-all, 353-all, 383-all, 411-all, 435-all, 467-all, 497-all, 529-all, 555-all, 579-all, 607-all, 629-all, 659-all)		
Range of Reading and Level of Text Complexity						
Grades 9-10:	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.	Reading Prep, 110-4 Go Green, 119-4 Ethics, 133-margin	Focus on Finance, 110-2, 110-3 Economics in Action (131-all)	Figure 4-1, 113-5 Case Study (134-all)	115	
Grades 11-12:	By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.	Reading Prep, 558-3	Focus on Finance, 558-2 Economics in Action (562-all)	Figure 18-1, 566-4 Case Study (561-all)	116	
Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 9-12						
Text Types and Purposes						
Write arguments focused on discipline-specific content.		Teamwork, 68-1	Case Study (49-	Common Core,	117	
Grades 9-10:	a. Introduce precise claim(s), distinguish the claim(s) from					

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Grades 9-10:	b. alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims, fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	Reading Prep, 32-3 500-4, 502-1 Build Your Vocabulary, 509-4 500-4 207-4, 207-7	all) Web Connect, 68 527-11, 527-12, 527-13, 527-14 Figure 16-1, 501-all Figure 16-1, 501-all 196-all	68-3 Event Prep (69-all) 504-1 Figure 16-3, 504-all 504-1 Figure 16-3, 504-all 241-3, 242-all, 243-1, 243-2		
Grades 9-10:	c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.					
Grades 9-10:	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.					
Grades 9-10:	e. Provide a concluding statement or section that follows from or supports the argument presented.					
Write arguments focused on discipline-specific content.						
Grades 11-12:	a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from the alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	Teamwork, 554-1 Reading Prep, 530-4 500-4, 502-1 Build Your Vocabulary, 551-2 500-4 207-4, 207-7	Case Study (534-all) Web Connect, 554-6 527-11, 527-12, 527-13, 527-14 Figure 16-1, 501-all Figure 16-1, 501-all 196-all	Common Core, 554-3 Event Prep (555-all) 504-1 Figure 16-3, 504-all 504-1 Figure 16-3, 504-all 241-3, 242-all, 243-1, 243-2	118	
Grades 11-12:	b. Develop claims and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.					
Grades 11-12:	c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims					
Grades 11-12:	d. Establish and maintain a formal style and objective tone while					

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attending to the norms and conventions of the discipline in which they are writing.						
Grades 11-12:	e. Provide a concluding statement or section that follows from or supports the argument presented.					
Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.						
Grades 9-10:	a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	College and Career Readiness Portfolio description (31-1, 69-1, 109-1, 143-1, 168-1, 209-1, 249-1, 289-1, 327-1, 353-1, 383-1, 411-1, 435-1, 467-1, 497-1, 529-1, 555-1, 579-1, 607-1, 629-1)	College and Career Readiness Portfolio instructions (31-2, 69-2, 109-2, 143-2, 168-2, 209-2, 249-2, 289-2, 327-2, 353-2, 383-2, 411-2, 435-2, 467-2, 497-2, 529-2, 555-2, 579-2, 607-2, 629-2)	College and Career Readiness Portfolio (659-all)	119	
Grades 9-10:	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.					
Grades 9-10:	c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.					
Grades 9-10:	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.					
Grades 9-10:	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing					
Grades 9-10:	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).					
Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.						
Grades 11-12:	a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	College and Career Readiness Portfolio description (31-1, 69-1, 109-1, 143-	College and Career Readiness Portfolio instructions (31-2, 69-2, 109-2,	College and Career Readiness Portfolio (659-all)	120	

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Grades 11-12:	b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	1, 168-1, 209-1, 249-1, 289-1, 327-1, 353-1, 383-1, 411-1, 435-1, 467-1, 497-1, 529-1, 555-1, 579-1, 607-1, 629-1)	143-2, 168-2, 209-2, 249-2, 289-2, 327-2, 353-2, 383-2, 411-2, 435-2, 467-2, 497-2, 529-2, 555-2, 579-2, 607-2, 629-2)			
Grades 11-12:	c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.					
Grades 11-12:	d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.					
Grades 11-12:	e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).					
Production and Distribution of Writing						
Grades 9-10:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	515-5, 521-3	521-4, 521-5 Common Core (142-4, 248-5, 326-5)	500-4, 502-all, 503-2, 504-1, 521-6, 523-all, 524-all Figure 16-1, 501-all Figure 16-2, 503-all Figure 16-3, 505-all Common Core (108-5, 142-5, 168-5, 352-3) Event Prep, 353-2, 353-3	121	
Grades 9-10:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	67-11, 167-4, 247-11,	67-18, 167-8, 247-13, 247-14,	167-7, 247-15, 247-17, 247-20	122	

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Grades 9-10:	Use technology, including internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Web Connect (108-6, 168-6, 288-6, 326-6, 410-6, 529-1, 606-6, 628-6)	Web Connect (68-6, 209-1, 248-6, 352-6, 382-6, 466-6, 496-6, 658-6)	Web Connect (30-6, 142-6, 434-6, 554-6, 578-6)	123	
Grades 11-12:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	515-5, 521-3	521-4, 521-5 Common Core (142-4, 248-5, 326-5)	500-4, 502-all, 503-2, 504-1, 521-6, 523-all, 524-all Figure 16-1, 501-all Figure 16-2, 503-all Figure 16-3, 505-all Common Core (108-5, 142-5, 168-5, 352-3) Event Prep, 353-2, 353-3	124	
Grades 11-12:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	495-16, 495-17, 495-20, 577-13, 577-15, 657-11,	495-13, 577-19, 577-20, 657-13, 657-17	495-11, 495-12, 577-17, 577-18, 657-14, 657-20	125	
Grades 11-12:	Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Web Connect (108-6, 168-6, 288-6, 326-6, 410-6, 529-1, 606-6, 628-6)	Web Connect (68-6, 209-1, 248-6, 352-6, 382-6, 466-6, 496-6, 658-6)	Web Connect (30-6, 142-6, 434-6, 554-6, 578-6)	126	
Research to Build and Present Knowledge						
Grades 9-10:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a	29-14, 29-18, 67-12, 67-15, 67-18	107-11, 107-18, 107-19, 141-12,	207-15, 207-20, 247-13, 247-17,	127	

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	problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Case Study (14-all, 49-all)	141-20 Case Study (96-all, 134-all)	247-20 Case Study (194-all, 241-all)		
Grades 9-10:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	18-5, 90-1, 314-4, 315-3, 388-4, 479-4, 479-1 Figure 1-1, 18-6	18-5, 19-1, 90-all, 91-1, 91-2, 426-1, 447-2, 449-3, 521-3	334-1, 334-2, 334-3, 334-4, 334-5, 478-4, 479-1, 479-2, 479-3, 480-1	128	
Grades 9-10:	Draw evidence from informational texts to support analysis, reflection, and research.	297-7, 297-8, 299-2, 314-4, 315-3, 388-4, 621-1	176-4, 176-5, 176-6, 176-7, 279-3, 387-1, 388-4, 402-4, 402-5, 447-2, 449-3, 521-3	297-9, 298-1, 298-3, 334-1, 334-2, 334-3, 334-4, 334-5, 402-6, 403-1, 453-2, 453-3, 453-4, 453-5, 453-6, 478-4, 479-1, 480-3	129	
Grades 11-12:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	325-11, 325-13, 325-18, 351-14, 351-18 Case Study (309-all, 345-all)	287-11, 287-17, 465-12, 465-17 Case Study (260-all, 446-all)	495-11, 495-13, 605-13, 605-14, 605-19 Case Study (485-all, 601-all)	130	
Grades 11-12:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	18-5, 90-1, 314-4, 315-3, 388-4, 479-4, 479-1 Figure 1-1, 18-6	18-5, 19-1, 90-all, 91-1, 91-2, 426-1, 447-2, 449-3, 521-3	334-1, 334-2, 334-3, 334-4, 334-5, 478-4, 479-1, 479-2, 479-3, 480-1	131	
Grades 11-12:	Draw evidence from informational texts to support analysis, reflection and research.	297-7, 297-8, 299-2, 314-4, 315-3, 388-4,	176-4, 176-5, 176-6, 176-7, 279-3, 387-1,	297-9, 298-1, 298-3, 334-1, 334-2, 334-3,	132	

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		621-1	388-4, 402-4, 402-5, 447-2, 449-3, 521-3	334-4, 334-5, 402-6, 403-1, 453-2, 453-3, 453-4, 453-5, 453-6, 478-4, 479-1, 480-3		
Range of Writing						
Grades 9-10	When 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, audiences.	Case Study (14-all, 49-all, 96-all, 134-all, 194-all, 241-all)	29-14, 29-18, 67-12, 67-15, 67-18, 107-11, 107-18, 107-19, 141-12, 141-20, 207-15, 207-20, 247-13, 247-17, 247-20	College and Career Readiness Portfolio (31-all, 69-all, 109-all, 143-all, 168-all, 209-all, 249-all, 289-all, 327-all, 353-all)	133	
Grades 11-12	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.	Case Study (309-all, 345-all, 260-all, 446-all, 485-all, 601-all)	287-11, 287-17, 325-11, 325-13, 325-18, 351-14, 351-18, 465-12, 465-17, 495-11, 495-13, 605-13, 605-14, 605-19	College and Career Readiness Portfolio (383-all, 411-all, 435-all, 467-all, 497-all, 529-all, 555-all, 579-all, 607-all, 629-all, 659-all)	134	

SECTION I:	TOTAL SECTION SCORE
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SECTION II: OTHER RELEVANT CRITERIA

Publisher:

- Citations for “Other Relevant Criteria” will usually refer to the Teacher Edition, but may refer to the Student Edition.
- Enter three (3) citations (one in each column) for each indicator; enter the page number and the paragraph.
 - Example: [123-5] would refer the reviewer to Page 123, paragraph 5 to find the evidence of the indicator.
- All three citations must be found satisfactory by the Review Team to meet the requirements of the standard.

Reviewer: Use the Teacher’s Edition and the Student Edition to conduct this portion of the review.

- Every item with an item number in the “Item #” column must be scored.
- All three (3) citations must be verified in order to receive points.
 1. For each citation you verify, make a note in the citation cell (Use ✓ if the citation was verified or x if the citation did not provide evidence).
 2. Based on the citations you verified, enter the score in the “Item Score” cell at the end of the row.
 3. At the end of each page, total the scores in the “Item Score” column.
 4. Enter the total score in the “Page Total Score” box at the bottom of each page.
 5. At the end of the section, add up all your “Page Total Score” boxes and enter that total in the Reviewer’s Section II “Total Section Score” box.
- **KEY:**
 - Zero (0): Citations did not meet the requirements of the standard.
 - Five (5): Citations met the requirements of the standard.

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SECTION II Other Relevant Criteria	Citation 1	Citation 2	Citation 3	Item #	Item Score
GENERAL CRITERIA					
A. The textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability.	2-photo	39-photo	101-photo	1	
B. The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences.	23-1, 24-3	23-2, 24-1, 24-2	94-4, 94-5, 94-6, 94-7, 94-8, 94-9, 508-3, 509-1, 509-2 Figure 16-4, 508-4	2	
C. The textbook provides assignments with activities requiring student responses that promote respect for all people regardless of race, color, creed, national origin, age, gender, language or disability.	496-1	628-6	578-6	3	
D. The textbook presents appropriate role models within content rather than an oversimplified standardized image of a person or group; avoids stereotyping.	2-photo	39-photo	101-photo	4	
E. At the beginning of each unit, chapter or lesson there is a list of content and career ready practice standards covered within the unit, chapter and/or lesson.	6-1	212-1	560-1	5	
F. 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.	3-3	384-1	385-1	6	
G. The textbook integrates appropriate career technical vocabulary into each lesson.	472-2	Career features (283-all)	Career features (491-all)	7	
H. The textbook provides visual presentations to assist students' comprehension.	Figure 4-2, 119-1	Figure 2-12, 62-2	Figure 8-1, 256-6	8	
I. The textbook provides extensive and varied opportunities to practice lesson objectives using higher order thinking skills.	207-15	248-3	288-4	9	
J. The textbook provides the student with ongoing review and practice for the purpose of retaining previously acquired knowledge.	165-4	165-9	166-10	10	
K. The textbook provides activities for students to make interdisciplinary connections to social studies, science,	Common Core,168-4	Common Core,410-5	Common Core,606-5	11	

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language arts, music, art and sports plus connections with their personal experiences.						
L.	The textbook provides field activities for students.	287-17	657-15	Common Core, 168-5		
M.	The textbook incorporates increasingly complex tasks within lessons requiring analysis, evaluation and synthesis.	500-4	Figure 16-1, 501-1	Figure 16-2, 503-1	12	
N.	The textbook provides cognitively demanding activities that elicit critical thinking and reasoning.	Common Core,142-5	Common Core,466-4	Common Core, 658-5	13	
O.	The textbook incorporates the use of appropriate technology and manipulatives by students.	24-5	52-3	152-2	14	
P.	The textbook provides references to support student learning such as a glossary and word lists.	610-2	676	660	15	
Q.	The Teacher's Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts.	613-TE margin	619-TE margin	Five E Lesson Plans, IRCD	16	
R.	Within each lesson of the Teacher's Edition, there are clear measurable learning objectives and opportunities for differentiated instruction.	212-1	230-all	T13–T21	17	
S.	The Teacher's Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners.	Figure T-1, T18	Figure T-2, T21	T13–T21	18	
T.	The Teacher's Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction).	T10–T11	T13–T16	T17–21	19	
U.	The Teacher's Edition includes content and information that support a variety of approaches to instruction, including (score each item separately):					
	1. Writing activities where students explain their technical thinking.	325-14	495-13	577-19	20	
	2. Project-based learning assignments	College and Career Readiness Portfolio (31-all)	College and Career Readiness Portfolio (168-all)	College and Career Readiness Portfolio (579-all)	21	
	3. Interdisciplinary instruction	Common Core,142-5	Common Core,466-4	Common Core, 658-5	22	
	4. Cooperative learning strategies	68-1	248-1	628-1	23	
	5. Early and effective intervention instructional strategies	27-4	165-4	275-3	24	

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V.	The Teacher's Edition provides the teacher with instructional strategies for every lesson.	566-TE margin	573-TE margin	560-TE margin	25	
W.	The Teacher's Edition and resources provide instructional support for developing both student conceptual understanding and procedural fluency.	427-TE margin	431-TE margin	433-TE margin	26	
X.	The Teacher's Edition and resources provide 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.	355-1	369-2	380-8	27	
Y.	The Teacher's Edition and resources provide student assessments that are accompanied by student work exemplars and score identification of concepts and skills to support further instruction, differentiation, remediation or acceleration.	T10-T11	T13-T16	T17-21	28	
Z.	The Teacher's Edition provides opportunities for student presentations and projects using technology.	Common Core, 108-4	Common Core, 466-5	Portfolio Rubric (IRCD)	29	
COMMON CAREER TECHNICAL CORE CAREER READY PRACTICES						
AA.	Act as a responsible and contributing citizen and employee.	Common Core, 168-3	Common Core, 248-3	Common Core, 108-3	30	
BB.	Apply appropriate academic and technical skills.	Common Core, 466-3	Common Core, 434-3	Common Core, 352-3	31	
CC.	Attend to personal health and financial well-being.	Common Core, 466-3	Common Core, 142-3	Common Core, 282-3	32	
DD.	Communicate clearly, effectively and with reason.	Common Core, 606-3	Common Core, 30-4	Common Core, 352-3	33	
EE.	Consider the environmental, social and economic impacts of decisions.	Common Core, 466-3	Common Core, 68-3	Common Core, 288-3	34	
FF.	Demonstrate creativity and innovation.	Common Core, 554-3	Common Core, 410-3	Common Core, 658-3	35	
GG.	Employ valid and reliable research strategies.	Common Core, 168-3	Common Core, 434-3	Common Core, 352-3	36	
HH.	Utilize critical thinking to make sense of problems and persevere in solving them.	Common Core, 466-3	Common Core, 410-3	Common Core, 288-3	37	
II.	Model integrity, ethical leadership and effective management.	Common Core, 554-3	Common Core, 248-3	Common Core, 288-3	38	
JJ.	Plan education and career path aligned to personal goals.	Common Core, 528-6	Common Core, 326-3	Common Core, 168-3	39	
KK.	Use technology to enhance productivity.	Common Core, 168-3	Common Core, 434-3	Common Core, 326-4	40	
LL.	Work productively in teams while using cultural/global	Common Core, 496-3	Common Core, 248-3	Common Core, 658-3	41	

IMB Scoring Rubric
09 Sept 2011 (lb); March 2013
Career and Technical Education

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Form F

Publisher Alignment Form and Review Scoring Rubric

Summer 2013 Adoption Review Institute

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SECTION II Other Relevant Criteria	Citation 1	Citation 2	Citation 3	Item #	Item Score
competence.					

SECTION II:				TOTAL SECTION SCORE	
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