



# Form F

## Publisher Alignment Form and Review Scoring Rubric

Summer 2013 Adoption Review Institute

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### 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>1180L</u>
Title of Student Edition:	<u>Introduction to Anatomy and Physiology</u>	ISBN:	<u>978-1-61960-412-4</u>		
Title of Teacher Edition:	<u>Introduction to Anatomy and Physiology - Teacher's Edition</u>	ISBN:	<u>978-1-61960-416-2</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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Instructional Material Bureau

**THIS PAGE FOR REVIEW INSTITUTE STAFF**

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### FACILITATOR USE ONLY

FINAL SCORE VERIFICATION (TO BE COMPLETED BY THE FACILITATOR)	
<input type="checkbox"/> Verified: 90% or Higher	Facilitator Signature: _____
<input type="checkbox"/> Verified: 89% or Lower	Facilitator Signature: _____

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
<b>Career Cluster™</b>					
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: <a href="http://www.ped.state.nm.us/InstructionalMaterial">http://www.ped.state.nm.us/InstructionalMaterial</a> )					
<ul style="list-style-type: none"><li>Form F.1: Agriculture, Food and Natural Resources</li><li>Form F.2: Architecture and Construction</li><li>Form F.3: Arts, A/V Technology and Communications</li><li>Form F.4: Business Management and Administration</li><li>Form F.5: Education and Training</li><li>Form F.6: Finance</li><li>Form F.7: Government and Public Administration</li><li>Form F.8: Health Science</li><li>Form F.9: Hospitality and Tourism</li><li>Form F.10: Human Services</li><li>Form F.11: Information Technology</li><li>Form F.12: Law, Public Safety, Corrections and Security</li><li>Form F.13: Manufacturing</li><li>Form F.14: Marketing</li><li>Form F.15: Science, Technology, Engineering and Mathematics</li><li>Form F.16: Transportation, Distribution and Logistics</li></ul>					
<b>Relevant Career Pathway</b>					
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.					

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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
<b>Strand 1: Academic Foundations</b>						
<b>Content Standard 1:</b>	<b>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™.</b>	<b>30-5</b>	<b>365-#39</b>	<b>520-5</b>	<b>1</b>	
Complete required training, education and certification to prepare for employment in a particular career field.		102-3; 74-4; 148-4	231-2; 230-5; 294-4; 260-3	74-5; 189-2; 148-8; 260-7	2	
Demonstrate knowledge and skills in language arts required to pursue the full range of postsecondary education and career opportunities.		6-3; 299-#42	107-#50	265-#43	3	
Demonstrate knowledge and skills of mathematics required to pursue the full range of postsecondary education and career opportunities.		30-5; 361-2	74-4; 444-2	260-5	4	
Demonstrate knowledge and skills of science required to pursue the full range of postsecondary education and career opportunities.		444-4	485-1; 231-2	294-4	5	
<b>Content Standard 2:</b>	<b>Students will develop specific language arts, math and science skills required to pursue pathway opportunities within a Career Cluster™.</b>	<b>326-10</b>	<b>294-3</b>	<b>520-4</b>	<b>6</b>	
Demonstrate knowledge and skills of language arts specific to a career pathway opportunity.		103-2	265-#44; 444-8	86-6; 147-#9	7	
Demonstrate knowledge and skills of mathematics specific to a career pathway opportunity.		484-4	326-10	444-2	8	
Demonstrate knowledge and skills of science specific to a career pathway opportunity.		30-3	294-3	520-4	9	
<b>Strand 2: Communications</b>						
<b>Content Standard 1:</b>	<b>Students will use oral and written communication skills in creating, expressing and interpreting information and ideas, including technical terminology and information</b>	<b>297-#1</b>	<b>557-10</b>	<b>364-#16</b>	<b>10</b>	
Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary.		4-3; 4-4; 234-#19	330-#17	570-#37	11	
Demonstrate use of the concepts, strategies and systems for obtaining and conveying ideas and information to enhance communication in the workplace.		566-4	331-#49	265-#44	12	
Locate, organize and reference written information from various sources to communicate co-workers and clients/participants.		23-4	359-#14	449-#42	13	
Evaluate and use information resources to accomplish specific occupational tasks.		79-#55	449-#41	107-#49	14	

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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
Use correct grammar, punctuation and terminology to write and edit documents.		107-#49	265-#43	331-#49	15	
Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.		299-#42; 78-#34	449-#39; 147-#9	565-#15; 153-6	16	
Interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants.		153-#41; 299-#43; 265-#44	193-#43	35-#43	17	
Develop and interpret tables, charts and figures to support written and oral communications.		181-#4; 253-#11	233-#8; 265-#45	246-#10; 351-#13	18	
Listen to and speak with diverse individuals to enhance communication skills.		75-3	294-8	326-9	19	
Exhibit public relations skills to increase internal and external customer/client satisfaction.		326-9	521-2	566-4	20	
<b>Content Standard 2:</b> 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.		101-#10	428-#4	205-#1	21	
Use writing and organizational skills to construct reports, graphs and tables.		107-#50; 24-2	265-#45	317-#9	22	
Identify the main idea of an informational text and determine the essential elements of the text.		420-#9	107-#49	153-#42	23	
Identify and prepare support materials for an oral presentation.		153-#41	299-#42	449-#39	24	
<b>Strand 3: Problem solving and critical thinking</b>						
<b>Content Standard 1:</b> Students will solve problems using critical thinking skills (analyze, synthesize and evaluate) independently and in teams.		192-#36	34-#38	488-#30	25	
Employ critical thinking skills independently and in teams to solve problems and make decisions.		34-#19	408-#27	152-#15	26	
Employ critical thinking and interpersonal skills to resolve conflicts with staff or customers.		326-9	566-4	105-#13	27	
Identify, write and monitor workplace performance goals to guide progress in assigned areas of responsibility and accountability.		25-3	99-7	449-#41	28	
Conduct technical research to gather information necessary for decision-making.		23-8; 324-#1	30-4; 331-#49	73-#10; 355-#1	29	
<b>Content Standard 2:</b> Students will demonstrate the ability to evaluate and verify the appropriateness of a solution to a problem.		26-2	107-#50	401-5	30	
Understand problem-solving techniques.		26-2	24-2	107-#51	31	
Study potential, real and perceived emergency situations to recognize and		107-#49	107-#50	401-5	32	

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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
implement appropriate safety and security measures.						
<b>Strand 4: Information Technology and Applications</b>						
<b>Content Standard 1:</b>	<b>Students will use information technology tools specific to the Career Cluster™ to access, manage, integrate and create information.</b>	<b>449-#41</b>	<b>107-#49</b>	<b>534-#13</b>	<b>33</b>	
	Use personal information management (PIM) applications to increase workplace efficiency.	327-2	449-#41	449-#42	34	
	Employ technological tools to expedite workflow.	25-10	360-11	534-#13	35	
	Operate internet applications to perform workplace tasks.	359-#14	443-#12	107-#49	36	
	Operate writing and publishing applications to prepare business communications.	365-#38	107-#49	525-#49	37	
	Operate presentation applications to prepare and deliver presentations.	274-#9	489-#51	299-#44	38	
	Employ spreadsheet applications to organize and manipulate data.	489-#51	534-#13	489-#51	39	
	Employ database applications to manage data.	23-8	23-3	24-3	40	
	Employ computer operations applications to manage work tasks.	23-8	103-2	566-4	41	
<b>Content Standard 2:</b>	<b>Students will recognize and use information technology tools to access, manage, integrate, create and share information within a designated career pathway.</b>	<b>360-11</b>	<b>265-#44</b>	<b>148-6</b>	<b>42</b>	
	Use computer-based equipment (containing embedded computers or processors) to control devices.	360-11	566-4	148-6	43	
	Employ collaborative/groupware applications to facilitate group work.				44	
	Use installation and operating manuals.	265-#44	107-#49	265-#43	45	
<b>Strand 5: Systems</b>						
<b>Content Standard 1:</b>	<b>Students will demonstrate understanding of roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment</b>	<b>74-6</b>	<b>75-2</b>	<b>294-5</b>	<b>46</b>	
	Describe the nature and types of business organizations to build an understanding of the scope of the organizations.	30-3; 74-6	75-2	294-5	47	
	Implement quality control systems and practices to ensure quality products and services.				48	
<b>Content Standard 2:</b>	<b>Students will identify how key organizational systems and government affect organizational performance and the quality of products and services.</b>	<b>25-2</b>	<b>6-8</b>	<b>107-#49</b>	<b>49</b>	

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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
Identify occupation specific governmental regulations and national, state and local building codes to establish workplace/jobsite regulations and codes.		225-8	25-3	107-#49	50	
Identify workplace/jobsite environmental hazards in order to promote workplace/jobsite safety.		25-3	25-2	107-#49	51	
Understand global context of industries and careers.		6-8; 6-9; 7-1; 7-2; 341-4	321-6	354-#2	52	
<b>Strand 6: Safety, health and environment management.</b>						
<b>Content Standard 1:</b>	<b>Students will demonstrate understanding of the importance of health, safety and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.</b>	<b>25-#2</b>	<b>107-#49</b>	<b>380-3</b>	<b>53</b>	
Implement personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.		25-3	25-#2	107-#49	54	
Complete work tasks in accordance with employee rights and responsibilities and employer's obligations to maintain workplace safety and health.		25-2	225-5	25-#2	55	
Employ emergency procedures as necessary to provide aid in workplace accidents.		225-#1	380-3	401-Fig. 11.32	56	
Employ knowledge of response techniques to create a disaster or emergency response plan.		401-Fig. 11.32	107-#49	549-#4	57	
<b>Content Standard 2:</b>	<b>Students will follow organizational policies and procedures and contribute to continuous improvement in performance and compliance.</b>	<b>22-1</b>	<b>25-#2</b>	<b>25-3</b>	<b>58</b>	
Understand health and safety standards and concepts in the workplace.		25-3	25-#2	225-5	59	
Implement procedures to protect health and safety of all individuals.		22-1	25-3	25-#2	60	
<b>Strand 7: Leadership and teamwork.</b>						
<b>Content Standard 1:</b>	<b>Students will use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.</b>	<b>16-#7</b>	<b>107-#51</b>	<b>97-#1</b>	<b>61</b>	
Employ leadership skills to accomplish organizational goals and objectives.		25-#1	35-#44		62	
Employ organizational and staff development skills to foster positive working relationships and accomplish organizational goals.		35-#44	107-#50		63	
Employ teamwork skills to achieve collective goals and use team members' talents effectively.		235-6; 79-#56	25-#1	35-#43	64	
Establish and maintain effective working relationships with all levels of personnel		16-#7	35-#43	265-#45	65	

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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
and other departments in order to accomplish objectives and tasks.						
Conduct and participate in meetings to accomplish work tasks.		153-#41; 161-#8	79-#56		66	
Employ mentoring skills to inspire and teach others.		193-#43; 193-#44	365-#40	265-#44	67	
<b>Content Standard 2:</b>	<b>Students will employ conflict identification and resolution to achieve organizational goals and objectives.</b>	<b>35-#44</b>	<b>235-#47</b>	<b>35-#43</b>	<b>68</b>	
Use conflict resolution skills to maintain a smooth workflow.					69	
Use human relations skills to work cooperatively with co-workers and foster good relations between different cultures, genders and backgrounds.		235-#47	35-#43	35-#44	70	
<b>Strand 8: Ethics and legal responsibilities.</b>						
<b>Content Standard 1:</b>	<b>Students will know and understand the importance of professional ethics and legal responsibilities.</b>	<b>103-2</b>	<b>557-#1</b>	<b>360-9</b>	<b>71</b>	
Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions.		444-4	517-#2	557-#1	72	
Interpret and explain written organizational policies and procedures to help employees perform their jobs according to employer rules and expectations.		24-2	25-5	360-9	73	
<b>Content Standard 2:</b>	<b>Students will apply business laws and regulations to business solutions.</b>				<b>74</b>	
Apply laws and regulations to personnel situations.		225-8	225-#1		75	
Apply knowledge of copyright laws to business situations.					76	
<b>Strand 9: Employability and career development</b>						
<b>Content Standard 1:</b>	<b>Students will know and understand the importance of employability skills.</b>	<b>189-3</b>	<b>75-#1</b>	<b>326-7</b>	<b>77</b>	
Identify and demonstrate the use of positive work behaviors and personal qualities needed to be employable.		31-#4	189-#4		78	
Develop a personal career plan to meet career goals and objectives.		31-#2	189-3	326-7	79	
Demonstrate skills related to seeking and applying for employment to find and obtain a desired job.		75-#1	189-#2	405-#2	80	
<b>Content Standard 2:</b>	<b>Students will explore, plan and effectively manage careers.</b>	<b>231-3</b>	<b>187-#12</b>	<b>103-#3</b>	<b>81</b>	
Maintain a career portfolio to document knowledge, skills and experience in a career field.					82	
Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.		103-#3	189-#3	231-3	83	

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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
Identify and exhibit traits for retaining employment to maintain employment once secured.					84	
Identify and explore career opportunities in one or more career pathways to build an understanding of the opportunities available in the cluster.		103-#3	189-#3	231-3	85	
Recognize and act upon requirements for career advancement to plan for continuing education and training.		30-5; 74-8	102-7; 103-2	294-4; 404-4	86	
Continue professional development to keep current on relevant trends and information within the industry.		365-#40; 380-#1	28-3; 30-4; 29-#10	355-#1; 563-2; 517-6	87	
Examine licensing, certification and credentialing requirements at the national, state and local levels to maintain compliance with industry requirements.		30-5; 102-3; 74-4; 148-4	231-2; 230-5; 294-4; 260-3	74-5; 189-2; 148-8; 260-7	88	
Examine employment opportunities in entrepreneurship to consider entrepreneurship as an option for career planning.					89	
Understand the essential principles of an entrepreneurial organization.					90	
<b>Strand 10: Technical skills.</b>						
<b>Content Standard 1:</b>	<b>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™.</b>				<b>91</b>	
Employ information management techniques and strategies in the workplace to assist in decision-making.					92	
Employ planning and time management skills and tools to enhance results and complete work tasks.					93	
<b>Content Standard 2:</b>	<b>Students will apply and demonstrate technical skills required for career specialties within a selected career pathway.</b>	<b>326-9</b>	<b>149-#3</b>	<b>210-#1</b>	<b>94</b>	
Understand technical skills requirements within the career field's techniques.		31-#3	149-#3	189-#3	95	
Establish criteria to identify technical skills needed to run an industry efficiently.		326-9; 360-10; 210-2	521-#3; 210-#1; 210-#3	355-#1	96	

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SECTION I Literacy Common Core State Standards		Citation 1	Citation 2	Citation 3	Item #	Item Score
<b>Reading Standards for Literacy in Science and Technical Subjects 9-12</b>						
<b>Key Ideas and Details</b>						
Grades 9-10:	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	8-#2; 170-#4	50-#8; 381-#3	137-#1; 519-#4	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.	107-#50; 443-#6	420-#9; 533-#4	428-#4	98	
Grades 9-10:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.	147-#9; 534-#13	259-#10; 539-#11	489-#51	99	
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.	4-3; 4-4; 4-5	5-1	8-#7	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.	118-#1; 346-#7	329-#13	330-#24	101	
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.	525-#49; 8-#9; 510-#12	170-#9; 206-#10	317-#9; 381-#9	102	
<b>Craft and Structure</b>						
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.	34-#27; 119-#4	77-#6	78-#35	103	
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)	21-#2; 403-#9	73-#7; 458-#7	78-#33; 524-#9	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.	195-3	5-1	153-#38; 153-#39; 153-#40	105	
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.	448-#10	523-#5	570-#27	106	
Grades 11-12:	Analyze how the text structures information or ideas into categories	33-#9; 54-#1	219-6; 253-#12	430-5; 437-#9	107	

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or hierarchies, demonstrating understanding of the information or ideas.						
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.	29-#7	149-#4; 295-#4; 527-#4	234-#15	108	
<b>Integration of Knowledge and Ideas</b>						
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.	233-#8; 235-#44	265-#45; 317-#9	165- Fig. 5.8; 409-#44	109	
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.	324-#1	373-#1	387-#1	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.	449-#41	437-#9	387-#3	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.	359-#14	489-#50	75-5	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.	34-#35	34-#36	34-#37; 107-#51	113	
Grades 11-12:	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	153-#41	409-#44	437-#10	114	
<b>Range of Reading and Level of Text Complexity</b>						
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.				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.				116	

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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.		331-#49	54-#1	107-#50	117	
Grades 9-10:	a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.					
Grades 9-10:	b. 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.					
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.		107-#50	331-#49	54-#1	118	
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.					
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					

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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 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.		299-#42	355-#1	355-#2	119	
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.					
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.		355-#2	299-#42	355-#2	120	

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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.					
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.					
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.	557-#1	299-5	441-#1	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.	409-#42	153-#42	525-#47	122	
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.	437-#10	365-#39		123	
Grades 11-12:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	409-#42	205-#1	373-#1	124	
Grades 11-12:	Develop and strengthen writing as needed by planning, revising,	409-#42	525-#47	153-#42	125	

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editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.						
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.	437-#10	405-#2; 485-#2	437-#10; 359-#14	126	
<b>Research to Build and Present Knowledge</b>						
Grades 9-10:	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.	205-#1	441-#1	373-#1	127	
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.	365-#38	355-#1	205-#1	128	
Grades 9-10:	Draw evidence from informational texts to support analysis, reflection, and research.	299-#42	331-#49	355-#2	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.	373-#1	107-#49	365-#38	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.	205-#1	365-#38	355-#1	131	
Grades 11-12:	Draw evidence from informational texts to support analysis, reflection and research.	355-#2	299-#42	331-#49	132	
<b>Range of Writing</b>						
Grades 9-10	When routinely over extended time frames (time for reflection and				133	

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revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, audiences.						
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.				134	

SECTION I:					<b>TOTAL SECTION SCORE</b>	
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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 you “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
<b>GENERAL CRITERIA</b>					
A. The textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability.	24; 288; 521; 533	74; 453; 560	83; 484	1	
B. The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences.	557-What Research Tells Us	90-4; 355-3	26-8; 28-1; 27-4	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.	409-#42; 309-#9	29-#10; 287-Fig. 8.12	299-#44; 299-#39; 299-#40; 299-#41	3	
D. The textbook presents appropriate role models within content rather than an oversimplified standardized image of a person or group; avoids stereotyping.	149-Fig. 4.37; 266	184-Fig. 5.24; 404- Fig. 11.33	188-Fig. 5.27	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.	286-Lesson Objectives	38-Lesson Objectives	479-Lesson Objectives	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.	82- Before You Read; 130-Before You Read	275-Before You Read; 347-Before You Read	459- Before You Read; 550-Before You Read	6	
G. The textbook integrates appropriate career technical vocabulary into each lesson.	99-8	226-11	401-5	7	
H. The textbook provides visual presentations to assist students' comprehension.	36-Fig. 2.1	197-Fig. 6.1	419-Fig. 12.5	8	
I. The textbook provides extensive and varied opportunities to practice lesson objectives using higher order thinking skills.	84- Analyze & Apply; 137- Analyze & Apply	285-Analyze & Apply; 351-Analyze & Apply	478-Analyze & Apply; 558-Analyze & Apply	9	
J. The textbook provides the student with ongoing review and practice for the purpose of retaining previously acquired knowledge.	84-CYU; 134-CYU	279-CYU; 350-CYU	466-CYU; 552-CYU	10	
K. The textbook provides activities for students to make interdisciplinary connections to social studies, science, language arts, music, art and sports plus connections with their personal experiences.	331-#50	184-3	29-#10	11	

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L.	The textbook provides field activities for students.	107-#51; 206-#10	147-#9; 317-#9	187-#12; 331-9		
M.	The textbook incorporates increasingly complex tasks within lessons requiring analysis, evaluation and synthesis.	119-#5; 187-#9	259-#9; 317-#7	443-#10; 497-#9	12	
N.	The textbook provides cognitively demanding activities that elicit critical thinking and reasoning.	78-#34	191-#9	488-#30	13	
O.	The textbook incorporates the use of appropriate technology and manipulatives by students.	359-#14	274-#9	299-#44	14	
P.	The textbook provides references to support student learning such as a glossary and word lists.	91	396	579-605	15	
Q.	The Teacher's Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts.	T27	T28	T11-T13	16	
R.	Within each lesson of the Teacher's Edition, there are clear measurable learning objectives and opportunities for differentiated instruction.	T22	T23	T24	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.	T14	T15	T18; T19	18	
T.	The Teacher's Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction).	T14	T15	T16	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.	107-#50	265-#43	331-#50	20	
	2. Project-based learning assignments	35-#44	50-#14	215-#10	21	
	3. Interdisciplinary instruction	331-#49	184-3	29-#10	22	
	4. Cooperative learning strategies	T14	T15	T16	23	
	5. Early and effective intervention instructional strategies	T14	T15	T16	24	
V.	The Teacher's Edition provides the teacher with instructional strategies for every lesson.	T14	T15	T16	25	
W.	The Teacher's Edition and resources provide instructional support for developing both student conceptual understanding and procedural fluency.	T20	T18; T19	T8-3	26	

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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.	215	374	534	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.	T22; T23	T9-7	T8-5	28	
Z.	The Teacher's Edition provides opportunities for student presentations and projects using technology.	274-#9	299-#44	T10-3	29	
<b>COMMON CAREER TECHNICAL CORE CAREER READY PRACTICES</b>						
AA.	Act as a responsible and contributing citizen and employee.	25-2; 25-3	25-4; 25-5	25-#2	30	
BB.	Apply appropriate academic and technical skills.	153-#41; 193-#43	79-#55; 153-#42	79-#56; 107-#51	31	
CC.	Attend to personal health and financial well-being.	25-2; 25-3	25-4; 25-5	25-#2	32	
DD.	Communicate clearly, effectively and with reason.	193-#44; 235-#48	235-#49	265-#44; 265-#45	33	
EE.	Consider the environmental, social and economic impacts of decisions.	25-5	265-#46; 292-#1	292-#2	34	
FF.	Demonstrate creativity and innovation.	153-#41	409-#42	437-#9	35	
GG.	Employ valid and reliable research strategies.	22-24	25	34-#38	36	
HH.	Utilize critical thinking to make sense of problems and persevere in solving them.	34-#19	152-#24	234-#15	37	
II.	Model integrity, ethical leadership and effective management.	444-4	517-#2	557-#1	38	
JJ.	Plan education and career path aligned to personal goals.	31-2	231-3	485-2	39	
KK.	Use technology to enhance productivity.	25-#1	210	563-6	40	
LL.	Work productively in teams while using cultural/global competence.	25-#1	79-#56	449-#39	41	

SECTION II:					<b>TOTAL SECTION SCORE</b>	
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