

**Textbook Alignment to the Utah UT Studies Core Curriculum  
Rubric for “Recommended Primary” Materials**

<b>Title</b> _____ <b>ISBN#</b> _____			
<b>Publisher:</b> _____			
<b>Name of Person(s) conducting alignment and evaluation:</b> _____			
<b>Overall percentage of coverage of the Utah State Core Curriculum:</b> _____%			
<b>Standard I: Students will understand the interaction between Utah’s geography and its inhabitants.</b>			
<b>Percentage of coverage for Standard I:</b> %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
<b>Objective 1.1: Investigate the relationship between physical geography and Utah’s settlement, land use, and economy.</b>	a. Read and interpret a variety of maps.		
	b. Identify the physical features and regions of Utah.		
	c. Compare and contrast the relationship between physical features and regions to settlement, land use, and the economy.		
<b>Objective 1.2: Examine the interrelationship</b>	a. Describe how latitude, elevation, and distance from		

<b>between Utah's climate, location, landforms, and life.</b>	the ocean influence Utah's climate.		
	b. Explain how mountains, valleys, and bodies of water affect climate.		
	c. Assess how climate influences life in Utah.		
	d. Explain how natural forces shape the living environment and landscape.		
	e. Investigate how natural forces shape the local environments.		
	f. Predict how natural forces affect environments; e.g., earthquakes, volcanic action, mudslides, flooding, erosion.		
<b>Objective 1.3: Assess how natural resources sustain and enhance people's lives.</b>	a. Recognize the impact of water, minerals, wildlife, and forests on people.		
	b. Distinguish between renewable and non-renewable resources.		
	c. Analyze how natural resources improve the quality of life.		
	d. Assess the importance of protecting and preserving natural resources.		
<b>Objective 1.4: Examine how people affect the geography of Utah.</b>	a. Identify Utah's counties and cities.		
	b. Assess how people change the landscape.		
	c. Examine how altered		

	landscapes affect people.		
<b>Standard II: Students will understand the contributions of Native American Indians, explorers, and Utah’s pioneers.</b>			
<b>Percentage of coverage for Standard II: %</b>			
<b>Objectives</b>	<b>Indicators</b>	<b>If covered, appropriate page #'s</b>	<b>Comments on coverage</b>
<b>Objective 2.1: Examine the contributions of Native American Indians to the culture of Utah.</b>	a. Identify prehistoric and historic Native American Indian groups.		
	b. Examine the interrelationship between each culture and its environment.		
	c. Investigate spiritual, artistic, architectural, and oral traditions of Utah’s Native American Indians; e.g., languages, storytelling, pottery, basketry, weaving, beadwork, and dwellings.		
	d. Identify how Native American Indian heritage influences Utah today.		
<b>Objective 2.2: Investigate the importance of explorers to Utah’s settlement.</b>	a. Explain the contributions of the Spanish, mountain men, government, and scientific explorers.		
	b. Identify other explorers who contributed to our understanding of Utah.		
<b>Objective 2.3: Describe the significance of pioneers in Utah history.</b>	a. Explain the reasons for the Mormon migration to Utah.		
	b. Explore the pattern of		

	Mormon settlement throughout the West. Recognize how the Mormon pioneers' heritage influences Utah today.		
	c. Investigate the contributions of Utah's "new pioneers", i.e., ethnic/multicultural/religious/ scientific/technological groups.		
<b>Standard III: Students will understand the relationship between government and the people of Utah.</b>			
<b>Percentage of coverage for Standard III:    %</b>			
<b>Objectives</b>	<b>Indicators</b>	<b>If covered, appropriate page #'s</b>	<b>Comments on coverage</b>
<b>Objective 3.1: Examine Utah's struggle for statehood.</b>	a. Compare and contrast territorial and state government organization.		
	b. Explain the benefits of statehood over territorial government.		
	c. Examine the unique relationship between the sovereign Native American Indian nations, the United States government, and the Utah State government.		
	d. Investigate how government services affect the residents of the state.		
<b>Objective 3.2: Examine the structure and function of city, county,</b>	a. Explain the role of the legislative, executive, and judicial branches in state		

<b>and state governments.</b>	government.		
	b. Assess the similarities and differences between the levels of local government.		
	c. Identify local officials and their responsibilities.		
	d. Research services that are provided by each level of government; i.e., city, county, township.		
<b>Objective 3.3: Assess the rights and responsibilities of citizenship.</b>	a. Compare and contrast the United States and Utah Constitutions.		
	b. Explain the rights and responsibilities of good citizens.		
	c. Investigate how individuals can be involved in the political process.		
<b>Standard IV: Students will understand the diverse ways people make a living in Utah.</b>			
<b>Percentage of coverage for Standard IV:    %</b>			
<b>Objectives</b>	<b>Indicators</b>	<b>If covered, appropriate page #'s</b>	<b>Comments on coverage</b>
<b>Objective 4.1: Explore the components of Utah's economy.</b>	a. Identify the multiple components of Utah's economy; e.g., government, agriculture, mining, tourism, high-tech industry.		
	b. Investigate Utah's global trade interdependence.		
	c. Research important segments of the local economy.		

	d. Assess factors that attract people and businesses to locate in Utah.		
<b>Objective 4.2: Investigate the past and present role of agriculture in Utah.</b>	a. Identify the importance of farming and ranching to Utah's economy.		
	b. Explain the impact of the Great Depression on farmers and agriculture.		
	c. Investigate how agriculture has diversified and improved over time.		
	d. Examine the cultural legacy of agriculture in Utah.		
<b>Objective 4.3: Examine aspects that have broadened Utah's economy.</b>	a. Investigate the role of mining in Utah.		
	b. Examine the railroad's impact on Utah.		
	c. Explain the impact of military installations.		
	d. Assess the development of heavy and high-tech industries.		
<b>Objective 4.4: Investigate the current status of Utah's economy.</b>	a. Examine the role of recreation and tourism in Utah.		
	b. Outline the role of labor unions.		
	c. Explain the effects of private, state, and federal land ownership on land use; i.e., parks, forests, trust lands, etc.		

**Standard V: Students will understand the diverse nature of Utah’s peoples and cultures.**

**Percentage of coverage for Standard V: %**

<b>Objectives</b>	<b>Indicators</b>	<b>If covered, appropriate page #'s</b>	<b>Comments on coverage</b>
<b>Objective 5.1: Assess the cultural diversity of Utah.</b>	a. Recognize the unique lifestyles of various cultural or ethnic groups in the local community.		
	b. Explain the role of immigration in changing Utah society.		
	c. Research the ways people maintain and preserve cultural identity; e.g., language, custom, holidays, tradition.		
	d. Explain the issues immigrants encounter in adapting to life in Utah.		
<b>Objective 5.2: Investigate the contributions of Utah’s religious and ethnic groups, including Native American Indians.</b>	a. Identify Utah’s religious and ethnic groups.		
	b. Explain the reasons Utah’s religious and ethnic groups settled in Utah.		
	c. Explain the benefits each ethnic and religious group adds to Utah’s society.		
	d. Investigate how Utah’s religious and ethnic groups adapt and interact.		
<b>Objective 5.3: Assess the diverse cultural and recreational</b>	a. Examine Utah arts opportunities in the areas of dance, music, theater, and		

<b>opportunities available in Utah.</b>	visual arts.		
	b. Investigate recreational opportunities in Utah.		
<b>Standard VI: Students will understand the impact of major contemporary events that concern the land and people of Utah.</b>			
<b>Percentage of coverage for Standard VI: %</b>			
<b>Objectives</b>	<b>Indicators</b>	<b>If covered, appropriate page #'s</b>	<b>Comments on coverage</b>
<b>Objective 6.1: Identify and investigate major contemporary events that affect individuals, institutions, and society.</b>	a. Examine different points of view on important issues; e.g., land, politics.		
	b. Identify the impact each point of view may have on the state.		
	c. Investigate the avenues available for individual or community involvement.		

### General Rubric

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

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

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

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

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

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

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

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

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

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

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