

**Textbook Alignment to the Utah World Civilizations Core Curriculum
Rubric for “Recommended Primary” Materials**

<p>Title _____ ISBN# _____</p> <p>Publisher: _____</p> <p>Name of Person(s) conducting alignment and evaluation: _____</p>			
<p>Overall percentage of coverage of the Utah State Core Curriculum: _____%</p>			
<p>Standard I: Students will gain an understanding of early civilizations and their contributions to the foundations of human culture.</p> <p>Percentage of coverage for Standard I: %</p>			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 1.1: Speculate about the factors that led to civilized society.	a. Investigate hunters and gatherers.		
	b. Explore man’s domestication of plants and animals.		
	c. Examine the role of irrigation in early agriculture.		
Objective 1.2: Assess the impact of geography on the locations of early	a. Examine why early civilizations developed in river environments.		

civilizations.	b. Evaluate the diffusion of civilizations.		
Objective 1.3: Examine the major characteristics of the early civilizations of Mesopotamia, Egypt, the Indus Valley, and the Yellow River.	a. Analyze the social, political, and economic structure of ancient civilizations.		
	b. Investigate the technological advancements and writing systems that developed in early river valley cultures.		
	c. Identify the factors that led to the rise of cities.		
Standard II: Students will comprehend the contributions of classical civilizations.			
Percentage of coverage for Standard II: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 2.1: Investigate the purpose and influence of religions and philosophies on classical civilizations of Greece, Rome, China, and India.	a. Examine the essential elements of the belief systems of Greek mythology, Judaism, Christianity, Confucianism, Buddhism, Hinduism, and Islam.		
	b. Examine the diffusion of Buddhism, Judaism, Christianity, and Islam.		
	c. Compare and contrast the major philosophies of the Greeks and Chinese.		
Objective 2.2: Analyze the development of classical political systems.	a. Contrast the evolution of Athenian democracy and Spartan rule.		

	b. Examine the consequences of Persian and Macedonian expansion.		
	c. Contrast Zhou feudalism, the Greek city-state, and the caste system of India.		
	d. Compare the development of the Roman and Han empires.		
Objective 2.3: Investigate the importance of the expansion of trade.	a. Identify routes of early colonization; e.g., Phoenician, Greek, Hellenistic, Korean/ Japanese.		
	b. Examine the technological improvements in transportation over time.		
	c. Assess the importance of the Mediterranean and East Asian trade routes.		
Objective 2.4: Evaluate the significance of classical sculpture, architecture, and performing arts.	a. Examine the importance and influence of Greco-Roman art and architecture.		
	b. Assess the development of Indian and Chinese architecture and art.		
	c. Investigate the importance and influence of the performing arts on classical civilizations.		
Objective 2.5: Analyze the social organization of classical cultures.	a. Describe the role of slavery in Greece and Rome.		
	b. Compare the role of the family in Imperial Rome		

	and Confucian China.		
	c. Explain the caste system of India.		
	d. Compare the treatment of women in China, Athens, Sparta, India, and Rome.		
Standard III: Students will investigate the diffusion and interaction of cultures from the Classical Period through the Age of Discovery.			
Percentage of coverage for Standard III: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 3.1: Appraise the major characteristics of interregional contact that linked the people of Africa, Asia and Europe.	a. Describe the impact the Silk Road had on trade across Europe and Asia.		
	b. Discuss the importance of cross-Saharan migrations.		
	c. Examine the consequences of the Crusades.		
	d. Analyze the impact of Mongol invasion on Europe and Asia.		
	e. Examine the influence of Chinese culture on Southeast Asia, Korea, and Japan.		
Objective 3.2: Assess the influence of advancing technologies on the development of societies.	a. Identify the significant technological developments in Tang China.		
	b. Investigate key technologies that diffused to Europe from Asia; e.g., gunpowder, printing.		

	c. Explain the consequences of the cannon and the longbow on European warfare and society.		
	d. Analyze the impact of movable type printing on Europe.		
Objective 3.3: Compare and contrast the founding and organization of Spanish and Portuguese colonial empires to northern European trading empires.	a. Assess the expansion of Portugal and Spain on Africa, India, and Southwest Asia.		
	b. Examine the political and military conflict between the Spanish, Portuguese, and the peoples of the New World.		
	c. Assess the impact of the exchange of ideas and goods on the New and Old Worlds.		
	d. Investigate French, Dutch, and English merchants' impact on European overseas expansion.		
Objective 3.4: Investigate the rise and development of the modern European political system.	a. Describe the political and economic importance of the growth of towns in northern Europe.		
	b. Explain the political and economic consequences of the rise of national monarchies.		
	c. Examine the influence of mercantilism and		

	commercial capitalism on France, England, and the Netherlands.		
Standard IV: Students will understand the influence of revolution and social change in the transition from early modern to contemporary societies.			
Percentage of coverage for Standard IV: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 4.1: Assess the importance of intellectual and cultural change on early modern society.	a. Compare the “rebirth” of European culture during the Renaissance with the flowering Chinese culture of the Ming dynasty; i.e., literature, art, architecture, the humanities.		
	b. Examine the key events and ideas of the Protestant Reformation, the Counter Reformation, and Neo-Confucianism.		
	c. Analyze the significant ideas and philosophies of the scientific revolution and the Enlightenment.		
	d. Examine the roles and conditions of men, women, and children in European monarchies.		
Objective 4.2: Investigate the role of revolution in the establishment of governmental systems.	a. Explain the political, economic, and social philosophies that lead to revolution.		
	b. Compare and contrast		

	major world revolutions; e.g., American, French, Russian, Chinese.		
Objective 4.3: Analyze the economic transformation of production and distribution of goods in Europe.	a. Compare and contrast capitalism and socialism.		
	b. Explain the significance of the agricultural revolution.		
	c. Investigate the impact of the first and second Industrial Revolutions.		
Objective 4.4: Evaluate the impact of Western imperialism in Africa, Asia, and the Pacific.	a. Examine the impact of Western imperialism on Africa.		
	b. Compare the reactions of China, India, and Japan to foreign domination.		
Standard V: Students will understand the interaction of peoples in the global integration of the 20th century.			
Percentage of coverage for Standard V: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 5.1: Analyze the political and economic global issues in the first half of the 20th century.	a. Investigate the impact of totalitarianism on Europe; i.e., Stalinism, Italian fascism, German National Socialism.		
	b. Examine the connections among WWI, the Great Depression, and WWII.		
	c. Assess the consequences of global war on the world.		
Objective 5.2: Investigate the impact of the Cold	a. Explain the key elements of the Cold War.		

War on integration.	b. Examine the independence movements in the African and Asian colonial world.		
	c. Determine the causes and effects of the collapse of the Soviet sphere.		
Objective 5.3: Investigate the creation of international organizations and global integration.	a. Assess the impact of economic and political organizations on global relations; e.g., World Trade Organization, United Nations, Olympics.		
	b. Examine the impact of advancements in worldwide communication/transportation; e.g., satellite communications, information technology/internet, mass transportation.		
	c. Analyze the impact of military alliances; e.g., North Atlantic Treaty Organization, Warsaw Pact, United Nations Geneva Convention.		
Objective 5.4: Evaluate the impact of terrorism on the world's political, economic, and social systems.	a. Assess the base of terrorist networks and activities.		
	b. Examine the impact of terrorism on the lives of people.		
	c. Analyze the responses of political and economic		

	institutions to terrorism.		
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General Rubric

Review Category Curriculum Content Coverage	High Quality - 3	2	1	0	NA	Comments
Content matches the standards and objectives of the Utah Core Curriculum.	80% of the Utah Core and objectives are covered. Objectives are clearly stated with measurable outcomes.	70% of the Utah Core and objectives are covered. Objectives are clearly stated with measurable outcomes.	50% of the Utah Core and objectives are covered.	Less than 50% of the Utah Core and objectives are covered		
Content is delivered in an appropriate sequence.	80% of the program content is covered in an appropriate sequence matching the Utah Core.	70% of the program content is covered in an appropriate sequence matching the Utah Core.	50% of the program content is covered in an appropriate sequence matching the Utah Core.	Less than 50% of the program content is covered in an appropriate sequence matching the Utah Core.		
Content is covered with appropriate depth.	The program provides 80% or more of the necessary depth needed for appropriate instruction.	The program provides 70% or less of the necessary depth needed for appropriate instruction.	The program provides 50% or less of the necessary depth needed for appropriate instruction.	The program lacks the necessary depth needed for appropriate instruction.		
Content endorses sound research-based practices.	The program utilizes 80% or more of current research-based practices.	The program utilizes 70% or less of current research-based practices.	The program utilizes 50% or less of current research-based practices.	The program does not utilize current research-based practices.		
Content is presented accurately and in an	Materials reflect current content	Materials have some content	Materials show many content inaccuracies	Materials have major content		

age-appropriate manner.	knowledge without content bias. Materials utilize cross-curricular references and experiences. Materials are age appropriate.	inaccuracies, but do not show content bias. Materials utilize some cross-curricular references. Materials are 70% age appropriate	and some content bias. Materials have very limited cross curricular references. Materials are approximately 50% age appropriate.	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 developmental levels acknowledging prerequisite skills and knowledge.	70% of the program provides appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	50% of the program provides appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	There are few or no appropriate accommodations for various developmental levels with little acknowledgment of needed prerequisite skills and knowledge.		
Review Category Physical Qualities	High Quality - 3	2	1	0	NA	Comments
Student materials provide appropriate print, illustrations and text features.	Student materials provide appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	70% of the student material provides appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	50% of the student material provides appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	The student materials lack appropriate use of font, illustrations, and text features, (e.g., illustrations, graphs, tables).		
Student materials provide table of	Student materials provide necessary	Student materials provide some table	Student materials provide a limited	Student materials provide very little,		

contents, glossary, index, and etc.	table of contents, indicies, glossaries, and other references to assist and guide students, parents, and teachers.	of contents, indicies, glossaries, and other references to assist and guide students, parents, and teachers.	amount of table of contents, indicies, glossaries, and other references to assist and guide students, parents, and teachers.	if any, table of contents, indicies, 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.		
Review Category Technology Qualities	High Quality - 3	2	1	0	NA	Comments
Technology provided is user friendly.	Program provides menus that are easy to read and follow. Program is user-friendly to install and requires a minimal level of computer expertise. Manuals and directions are understandable.	Program provides menus that are generally easy to read and follow. Installation requires little computer expertise. Manuals and directions are simple to understand.	Program menus are easy to read. Manuals might have to be read in detail to understand operation of technology, (e.g., laser remote, software). Installation might require some knowledge or	Menus are not descriptive and hard to follow. Installation requires expertise. No manuals or written instructional materials are provided.		

			expertise. Manuals are included.			
Technology provided enhances the learning experience.	Technology provided is appropriate giving additional support for student learning.	Technology provided is appropriate giving some additional support for student learning.	Limited technology is provided giving little support for student learning.	No technology is provided.		
Technology has quality audio/visual attributes.	Program provides high quality audio and visual effects.	Program provides good audio and visual effects.	Program audio and visual effects are of poor quality.	No technology is available.		
Review Category Ancillary Materials	High Quality - 3	2	1	0	NA	Comments
Student ancillary materials provide appropriate supplemental instruction.	Program provides high quality student ancillary materials that enhance and supplement the delivery of instruction.	Program provides adequate student ancillary materials to enhance and supplement the delivery of instruction.	Program provides some student ancillary materials that are of limited value to supplement and enhance the delivery of instruction.	The program provides no student ancillary materials or student ancillary materials are of such poor quality and have little correlation to learning objectives that they are of no value.		
Student ancillary materials are easy to access and utilize.	Student ancillary materials are easy to access, are durable and easy to utilize.	Student ancillary materials are easy to access, are somewhat durable requiring some modification to utilize.	Student ancillary materials are difficult to access and require modification to utilize.	Student ancillary materials are of such poor quality or difficult to prepare or access that they are of little or no value.		
Parent ancillary materials are appropriate and support desired student learning	Parent ancillary materials are appropriate providing good	Parent ancillary materials are appropriate providing adequate	Parent ancillary materials are not always appropriate nor do they provide	There are no parent ancillary materials available.		

	support for desired student learning through home activities, homework, and practice opportunities.	support for desired student learning through a variety of opportunities and activities.	adequate support through a variety of opportunities for student learning.			
Review Category Assessment Materials	High Quality - 3	2	1	0	NA	Comments
A variety of assessment options are provided.	Program provides multiple assessment measures to monitor individual student progress at regular intervals.	Program provides some assessment measures to monitor individual student progress at regular intervals.	Program provides limited assessment measures to monitor individual student progress at regular intervals.	Program provides no assessment measures or measures are of such poor quality or correlation to student learning to be of any value.		
Assessment tools are appropriate to inform instruction and are aligned with the program, the Utah Core curriculum, and U-PASS.	Assessment tools are appropriate to inform the major areas of instruction and are aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are appropriate to inform some areas of the instructional program and are adequately aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are appropriate to inform limited areas of the instructional program and are poorly aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are not appropriate to inform areas of the instructional program and are not aligned with the program and the Utah Core curriculum and U-PASS.		

Assessment tools are easily accessible and utilized.	Assessment tools are easily accessible with a limited amount of training or expertise.	Assessment tools are accessible with some amount of training or expertise needed.	Assessment tools are difficult to access and require extensive training.	Assessment tools are not accessible.		
Category Universal Access	High Quality - 3	2	1	0	NA	Comments
Program content	Program provides	Program provides	Program provides	Program provides		

accurately reflects diverse populations.	ways to adapt curriculum for all students, (e.g., special learning needs, learning disabilities, ELL, and advanced learners).	some ways to adapt curriculum to meet special learning needs of students.	limited strategies to assist special learning needs of students.	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: _____