## Publisher/Provider:

## Title of Material:

##

##### Computer Applications

Grades 9-12

##### Idaho Content Standards

**Information & Communication Technology Standards**

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## Author:

### **(ISBN #): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Copyright\_\_\_\_\_\_\_\_\_\_**

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## Reviewers:

**Meets Content Standards Alignment: \_\_\_\_\_\_\_Yes \_\_\_\_\_\_\_ No**

**Meets Literacy Standards Alignment: \_\_\_\_\_\_\_Yes \_\_\_\_\_\_\_ No**

**Meets Material Analysis Evaluation: \_\_\_\_\_\_\_Yes \_\_\_\_\_\_\_ No**

 \_\_\_\_\_ **Recommended as a:** (See also notes page at end of evaluation sheets.)

 ***\_\_\_\_\_ Comprehensive Program***

 ***\_\_\_\_\_ Component Program***

 ***\_\_\_\_\_ Intervention Program***

 ***\_\_\_\_\_ Supplemental/ Resource***

 **\_\_\_\_\_ NOT Recommended- Please explain. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(See also notes page at end of evaluation sheets.)

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| **Publisher/Provider \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title of Textbook/Program \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ISBN) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Copyright \_\_\_\_\_\_\_\_\_\_\_** |
| **Standards Alignment Evaluation Rubric****0 =** No Alignment– **Not Evident:** Science content as described in the Standards is **not evident**.**.5 =** Partial Alignment- **Partially Evident:** Science content as described in the Standards is **partially evident** and there are few gaps. **1 =** High Alignment – **Clearly Evident:** Science content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content. Alignment is **clearly evident**. **N/A** = Not applicable for standard. |
| **Idaho Information & Communication Technology Standards: Grades 9-12** | **Reviewer: Add additional examples, explanations, and notes as needed.** | **Reviewer Only** |
| **Standard 1: Creativity and Innovation** | **Objectives** | **Provider: List units with specific examples of where standards are Introduced/Taught/Assessed.****Include a narrative explanation.**  | **Point Value****0/.5/1**  |
| Goal 1.1: Demonstrate creative thinking, construct knowledge, and use information and communication technologies to develop innovative products and processes. | 9-12. ICT.1.1.1 Evaluate and interpret existing knowledge to generate new ideas, products, or processes.  |  |  |
| 9-12. ICT.1.1.2 Create original works as a means of personal or group expression using multiple resources and formats.  |  |  |
| 9-12. ICT.1.1.3 Create models and simulations to explore complex systems and issues, identify trends and forecast possibilities.  |  |  |
| **Standard 2: Communication and Collaboration** | **Objectives** | **Provider: List units with specific examples of where standards are Introduced/Taught/Assessed.****Include a narrative explanation.**  | **Point Value****0/.5/1**  |
| Goal 2.1: Use digital media and environments to communicate and work collaboratively, to support individual learning, and to contribute to the learning of others. | 9-12. ICT.2.1.1 Inquire, interact and publish with peers, experts, or others employing a variety of digital media and environments.  |  |  |
| 9-12. ICT.2.1.2 Collaborate with others using digital tools and media to identify issues and exchange ideas, develop new understandings, make decisions and/or solve problems.  |  |  |
| **Standard 3: Research Skills and Critical Thinking** | **Objectives** | **Provider: List units with specific examples of where standards are Introduced/Taught/Assessed.****Include a narrative explanation.**  | **Point Value****0/.5/1**  |
| Goal 3.1: Exercise critical thinking to plan and conduct research using a variety of information resources including print, digital and other sources | 9-12. ICT.3.1.1 Design research questions and strategies based on information needs to solve an information problem or make an informed decision.    |  |  |
| 9-12. ICT. 3.1.2 Evaluate and select a variety of resources to solve an information problem or make an informed decision.  |  |  |
| 9-12.ICT.3.1.3 Formulate specific searches using advanced navigation skills to access a variety of resources. |  |  |
| 9-12. ICT.3.1.4 Collect, analyze, organize, and interpret data and information to make informed decisions, draw conclusions, and construct new understanding and knowledge.   |  |  |
| **Standard 4: Digital Citizenship** | **Objectives** | **Provider: List units with specific examples of where standards are Introduced/Taught/Assessed.****Include a narrative explanation.**  | **Point Value****0/.5/1**  |
| Goal 4.1: Understand human, cultural, and societal issues related to information and communication technologies and practice legal and ethical behavior.  | 9-12. ICT.4.1.1 Practice and explain importance of safe, ethical, legal, and responsible use of information and technology.  |  |  |
| 9-12.ICT.4.1.2 Practice and explain the importance of citing information sources.  |  |  |
| **Standard 5: Technology Operations & Concepts** | **Objectives** | **Provider: List units with specific examples of where standards are Introduced/Taught/Assessed.****Include a narrative explanation.**  | **Point Value****0/.5/1**  |
| Goal 5.1: Demonstrate a sound understanding of technology concepts, systems, and operations. | 9-12. ICT.5.1.1 Evaluate, configure, and implement various technologies.  |  |  |
| 9-12. ICT.5.1.2 Select, use and integrate various software applications.   |  |  |
| 9-12. ICT.5.1.3 Troubleshoot technology systems and software applications.  |  |  |
| 9-12. ICT.5.1.4 Integrate new technologies into current knowledge and practices  |  |  |

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| **Standards Alignment Evaluation Rubric****0 =** No Alignment– **Not Evident:** ELA/Literacy content as described in the Standards is **not evident**.**.5 =** Partial Alignment- **Partially Evident:** ELA/Literacy content as described in the Standards is **partially evident** and there are few gaps. **1 =** High Alignment – **Clearly Evident:** ELA/Literacy content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content. Alignment is **clearly evident**. **N/A** = Not applicable for standard. |
| **CCSS ELA/Literacy in Science & Technical Subjects Grade 9-10**  |
| **ANCHOR STANDARD: Key Ideas and Details Grade 9-10** | **Objectives** | **Provider: List units with specific examples of where standards are Introduced/Taught/Assessed.****Include a narrative explanation.**  | **Point Value****0/.5/1****(Reviewer)** |
| CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. |  |  |
| CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | RST.9-10.2 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. |  |  |
| CCRA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | RST.9-10.3 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. |  |  |
| **ANCHOR STANDARD: Craft and Structure Grade 9-10** | **Objectives** | **Provider: List units with specific examples of where standards are Introduced/Taught/Assessed.****Include a narrative explanation.**  | **Point Value****0/.5/1****(Reviewer)** |
| CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning or tone. | RST.9-10.4 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. |  |  |
| CCRA.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). |  |  |
| CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text. | RST.9-10.6Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. |  |  |
| **ANCHOR STANDARD: Integration of Knowledge and Ideas****Grade 9-10** | **Objectives** | **Provider: List units with specific examples of where standards are Introduced/Taught/Assessed.****Include a narrative explanation.**  | **Point Value****0/.5/1****(Reviewer)** |
| CCRA.R.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. | RST.9-10.7 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. |  |  |
| CCRA.R.8 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | RST.9-10.8 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. |  |  |
| CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | RST.9-10.9 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. |  |  |
| **ANCHOR STANDARD: Range of Reading and Level of Text Grade 9-10** | **Objectives** | **Provider: List units with specific examples of where standards are Introduced/Taught/Assessed.****Include a narrative explanation.**  | **Point Value****0/.5/1****(Reviewer)** |
| CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.  | RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. |  |  |
| **\*#3 Note:** Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. **\*** |
| **ANCHOR STANDARD: Text Types and Purposes Grade 9-10** | **Objectives** | **Provider: List units with specific examples of where standards are Introduced/Taught/Assessed.****Include a narrative explanation.** | **Point Value** **0/.5/1****(Reviewer)** |
| CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. | WHST.9-10.1 Write arguments focused on discipline-specific content.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.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.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.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.e. Provide a concluding statement or section that follows from or supports the argument presented. |  |  |
| CCRA.W.2 Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.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.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.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.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.e. Establish and maintain a formal style andobjective tone while attending to the normsand conventions of the discipline in which they are writing.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). |  |  |
| CCRA.W.3 Write narratives to develop real or imagined experiences of events using effective technique, well, chosen details and well-structured event sequences. | WHST.9-10.3 (See note; not applicable as a separaterequirement) |  |  |
| **ANCHOR STANDARD: Production and Distribution of Writing Grade 9-10** | **Objectives** | **Provider: List units with specific examples of where standards are Introduced/Taught/Assessed.****Include a narrative explanation.**  | **Point Value** **0/.5/1****(Reviewer)** |
| CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |  |  |
| CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | WHST.9-10.5 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. |  |  |
| CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | WHST.9-10.6 Use technology, including the 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. |  |  |
| **ANCHOR STANDARD: Research to Build and Present Knowledge****Grade 9-10** | **Objectives** | **Provider: List units with specific examples of where standards are Introduced/Taught/Assessed.****Include a narrative explanation.**  | **Point Value****0/.5/1****(Reviewer)** |
| CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | WHST.9-10.7 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. |  |  |
| CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | WHST.9-10.8 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. |  |  |
| CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. | WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research. |  |  |
| **ANCHOR STANDARD: Range of Writing Grade 9-10** | **Objectives** | **Provider: List units with specific examples of where standards are Introduced/Taught/Assessed.****Include a narrative explanation.**  | **Point Value****0/.5/1****(Reviewer)** |
| CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | WHST.9-10.10 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. |  |  |

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| **Standards Alignment Evaluation Rubric****0 =** No Alignment– **Not Evident:** ELA/Literacy content as described in the Standards is **not evident**.**.5 =** Partial Alignment- **Partially Evident:** ELA/Literacy content as described in the Standards is **partially evident** and there are few gaps. **1 =** High Alignment – **Clearly Evident:** ELA/Literacy content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content. Alignment is **clearly evident**. **N/A** = Not applicable for standard. |
| **CCSS ELA/Literacy in Science & Technical Subjects Grade 11-12**  |
| **ANCHOR STANDARD: Key Ideas and Details** **Grade 11-12** | **Objectives** | **Provider: List units with specific examples of where standards are Introduced/Taught/Assessed.****Include a narrative explanation.**  | **Point Value****0/.5/1****(Reviewer)** |
| CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | RST.11-12.1 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. |  |  |
| CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | RST.11-12.2 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. |  |  |
| CCRA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | RST.11-12.3 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. |  |  |
| **ANCHOR STANDARD: Craft and Structure** **Grade 11-12** | **Objectives** | **Provider: List units with specific examples of where standards are Introduced/Taught/Assessed.****Include a narrative explanation.**  | **Point Value****0/.5/1****(Reviewer)** |
| CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning or tone. | RST.11-12.4 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. |  |  |
| CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. |  |  |
| CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text. | RST.11-12.6 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. |  |  |
| **ANCHOR STANDARD: Integration of****Knowledge and Ideas****Grade 11-12** | **Objectives** | **Provider: List units with specific examples of where standards are Introduced/Taught/Assessed.****Include a narrative explanation.**  | **Point Value****0/.5/1****(Reviewer)** |
| CCRA.R.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. | RST.11-12.7 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. |  |  |
| CCRA.R.8 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | RST.11-12.8 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. |  |  |
| CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | RST.11-12.9 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. |  |  |
| **ANCHOR STANDARD: Range of Reading****and Level of Text** **Grade 11-12**  | **Objectives** | **Provider: List units with specific examples of where standards are Introduced/Taught/Assessed.****Include a narrative explanation.**  | **Point Value****0/.5/1****(Reviewer)** |
| CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.  | RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently. |  |  |
| **\*#3 Note:** Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. **\*** |
| **ANCHOR STANDARD: Text Types and Purposes Grade 11-12** | **Objectives** | **Provider: List units with specific examples of where standards are Introduced/Taught/Assessed.****Include a narrative explanation.** | **Point Value****0/.5/1****(Reviewer)** |
| CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. | WHST.11-12.1 Write arguments focused on discipline-specific content.a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.b. Develop claim(s) 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.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.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.e. Provide a concluding statement or section that follows from or supports the argument presented |  |  |
| CCRA.W.2 Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.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.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.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.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.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). |  |  |
| CCRA.W.3 Write narratives to develop real or imagined experiences of events using effective technique, well, chosen details and well-structured event sequences. | WHST.11-12.3 (See note; not applicable as a separate requirement) |  |  |
| **ANCHOR STANDARD: Production and** **Distribution of Writing** **Grade 11-12** | **Objectives** | **Provider: List units with specific examples of where standards are Introduced/Taught/Assessed.****Include a narrative explanation.**  | **Point Value****0/.5/1****(Reviewer)** |
| CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |  |  |
| CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | WHST.11-12.5 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. |  |  |
| CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | WHST.11-12.6 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. |  |  |
| **ANCHOR STANDARD: Research to Build** **and Present Knowledge** **Grade 11-12** | **Objectives** | **Provider: List units with specific examples of where standards are Introduced/Taught/Assessed.****Include a narrative explanation.**  | **Point Value****0/.5/1****(Reviewer)** |
| CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | WHST.11-12.7 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. |  |  |
| CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | WHST.11-12.8 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. |  |  |
| CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. | WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. |  |  |
| **ANCHOR STANDARD: Range of Writing****Grade 11-12** | **Objectives** | **Provider: List units with specific examples of where standards are Introduced/Taught/Assessed.****Include a narrative explanation.**  | **Point Value****0/.5/1****(Reviewer)** |
| CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | WHST.11-12.10 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. |  |  |



Please double check the material’s alignment to standards.

Alignment to Idaho Content Standards: \_\_\_\_\_% correlation

\*\*If the material aligns to the Idaho Content Standards with at least an 80%, move on to: **Material Analysis**. If the material has less than an 80% alignment, please notify your team leader.

**Material Analysis:**

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| --- | --- | --- |
| **Student Focus**  | **Comments/Examples** **(Publisher and Reviewer)** | **Point Value****(Reviewer)****0 =** Not Evident**.5 =** Partially Evident**1 =** Clearly Evident**N/A** = Not applicable for standard. |
| 1. The material supports the sequential and cumulative development of foundational skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.
 |  |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level.
 |  |  |
| 1. The material reflects the progression of the strands and how they build within and across the grades in a logical way. This enables students to develop and demonstrate their independent capacity to read and write at the appropriate level of complexity and sophistication indicated by the standards.
 |  |  |
| 1. The material engages the reader, i.e. Does it correspond with age appropriate interests?
 |  |  |
| 1. The material cross-refers and integrates with other subjects in related areas of the curriculum.
 |  |  |
| 1. The material includes strategies and textual content that are grade appropriate.
 |  |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.
 |  |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.
 |  |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.
 |  |  |
| 1. The material has activities and assignments that reflect varied learning styles of students.
 |  |  |
| 1. The material includes appropriate instructional strategies.
 |  |  |
|  **Pedagogical Approach** | **Comments/Examples** **(Publisher and Reviewer)** | **Point Value****(Reviewer)****0 =** Not Evident**.5 =** Partially Evident**1 =** Clearly Evident**N/A** = Not applicable for standard. |
| 1. The material offers strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.
 |  |  |
| 1. The material provides suggestions for scaffolding that support the comprehension of grade-level text without replacing students’ opportunities for full and regular encounters with grade-level complex texts. Removing the scaffolding over the course of the materials is encouraged.
 |  |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.
 |  |  |
| 1. The material offers texts representing a wide array of cultures and experiences, allowing students opportunities to learn about situations similar to and different from their own personal experiences.
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| 1. The material provides a balanced representation of points of view regarding issues such as race, gender, religion, environment, business, industry, political orientation, careers and career choices.
 |  |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.
 |  |  |
| 1. The material assesses students at a variety of knowledge levels (e.g., recall, inferencing/analyzing, reasoning, problem solving) centered on grade-level texts that are clearly aligned and measureable against the expectations of the CCSS.
 |  |  |
| 1. The material offers ongoing, easily implemented, and varied assessments.
* Assessments should clearly denote which standards are being emphasized. They should also include aligned rubrics and scoring guidelines that provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.
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| **Technology** | **Comments/Examples****(Publisher and Reviewer)** | **Point Value****(Reviewer)****0 =** Not Evident**.5 =** Partially Evident**1 =** Clearly Evident**N/A** = Not applicable for standard. |
| 1. The material includes or references technology that provides teachers with additional tasks for students.
 |  |  |
| 1. The material includes guidance for the mindful use of embedded technology to support and enhance student learning.
 |  |  |
| **Presentation and Design** | **Comments/Examples****(Publisher and Reviewer)** | **Point Value****(Reviewer)****0 =** Not Evident**.5 =** Partially Evident**1 =** Clearly Evident**N/A** = Not applicable for standard. |
| 1. The material has an aesthetically appealing appearance (attractive, inviting).
 |  |  |
| 1. The material has headings and sub-headings that make it easy to navigate through the book.
 |  |  |
| 1. The material uses a language/reading level suitable for the intended readers.
 |  |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.
 |  |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.
 |  |  |
| **Electronic/digital/online version** | **Comments/Examples****(Publisher and Reviewer)** | **Point Value****(Reviewer)****0 =** Not Evident**.5 =** Partially Evident**1 =** Clearly Evident**N/A** = Not applicable for standard. |
| 1. The material has “platform neutral” technology (i.e., will run on Windows or other platforms) and availability for networking.
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| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).
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Comments: (be specific)

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| **STRENGTHS** | **WEAKNESSES** |
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