

Instructional Materials Evaluation for Alignment: Guidelines for Textbook  
 Subject: Social Studies K-12

Evaluator   1  

Rating Committee:   Social Studies 9-12  

Publisher:   EMC  

Title of Textbook Series/Instructional Program: **ECONOMICS: NEW WAYS OF THINKING STUDENT EDITION ISBN # 9781533833099**

Grade Range of Textbook Series/Instructional Program   9-12   Specific Grade/Course Evaluated:   Economics  

Use the following Rubric to Rate each Criteria Indicator  
**STRONG EVIDENCE (meets 80-100%) = 5;      MODERATE EVIDENCE (meets 50 – 79%) = 3;      NO EVIDENCE (meets less than 50%) = 0**  
 Instructional materials/Textbooks must meet this requirement in order to be rated on SECTION Two of this rubric. If this resource does not score 90 points on SECTION One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.

**Section 1: Alignment with Standards – This is a requirement for submission.**

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(1) <b>ALIGNMENT AND ACCURACY</b> Materials adequately address the <i>Mississippi College- and Career-Readiness            Standards (MS CCRS) for the Social Studies.</i>  <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	1a) The majority of the <i>MS CCRS for the Social Studies</i> are incorporated, to the full depth of the standards.	5	
	1b) Instructional materials support instruction designed to ensure that students master all <i>MS CCRS for the Social Studies</i> for the intended grade level.	5	
	1c) Instructional materials reflect and incorporate the content of the <i>MS CCRS for the Social Studies</i>	5	
	1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.	5	

	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	5	
<b>(2) Program Organization</b> Materials adequately address the sequence and organization of the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .  <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	2a) Sequential organization of the material provides structure concerning what students should learn each year and allows teachers to convey the historical content efficiently and effectively.	5	
	2b) The content is well-organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	5	
	2c) Each unit presents strategies for universal access, including ways in which to improve the vocabulary, reading and language skills of English learners in the content of history – social science.	5	
	2d) The materials support the development of academic vocabulary for all students and provide instruction and opportunities for student practice and application in key vocabulary.	5	
<b>(3) Assessment</b> Tools and strategies measure what students know and are able to do.  <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	3a) Assessment tools should reflect what students know and are able to do.	5	
	3b) Materials address the necessity of using <b>historical evidence</b> to support critical thinking ideas.	5	
	3c) Formative and summative assessment tools should provide evidence of student’s progress toward mastering the content called for in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	5	
	3d) Materials provide rubrics that are content-specific and provide an explanation of the use of the rubrics by teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence.	5	
	3e) Assessment tools include multiple measures of student performance, such as selected response, short answer, essay, oral presentation, debates and speeches,	5	

	service-learning projects, research projects, certificates, and performance-based tasks.		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p><b>(4) Universal Access</b> Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level.</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	
	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	
	4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade levels below and to assist in accelerating students' skills to grade level.	5	
	4d) Materials must address the needs of students who are at or above grade level.	5	
<b>TOTAL SCORE (PART 1)</b>	<b>If this resource does not score 90 points on Section One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.</b>	90	

**Section 2: Instructional Planning and Support**

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p><b>(5) SCAFFOLDING AND SUPPORT</b> Instructional planning and support information and materials specially designed for use by teachers in implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	<p>5a) There are separate <b>teacher support</b> materials to assist teachers:</p> <ul style="list-style-type: none"> <li>● Organize and sequence effective learning experiences for students;</li> <li>● Utilize instructional materials to develop a variety of effective teaching strategies for student learning;</li> <li>● Utilize teacher’s use of social studies and inquiry; and</li> <li>● Incorporate reading and writing into lessons where appropriate.</li> </ul> <p>These instructional support documents support the work teachers do by providing:</p> <ul style="list-style-type: none"> <li>● Pertinent content background information;</li> <li>● Examples of student misconceptions;</li> <li>● Resources to assist and enhance instruction (electronic, web-based, software, etc.)</li> <li>● Materials and equipment needed along with maintenance and safe use.</li> <li>● Technical support for the use of multi-media, equipment and technology resources.</li> </ul>	5	
	<p>5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).</p>	5	

	<p>5c) Instructional materials are accessible to students including</p> <ul style="list-style-type: none"> <li>• Varied learning ability/disabilities;</li> <li>• Special needs (e.g., auditory, visual, physical, speech, emotional);</li> <li>• English language proficiency;</li> <li>• Cultural differences;</li> <li>• Different learning styles; and</li> <li>• Gender.</li> </ul>	5	
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(6) <b>USABILITY</b> Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.	3	MS Standards not posted with the aligned units/ lessons
	6b) The total amount of content is <b>viable</b> for a school year.	5	
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.	5	
	6d) The text and supplemental materials employs a variety of reading levels and is <b>grade/level appropriate</b> .	5	
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.	5	
	6f) All supplemental materials are aligned to the text content with a clear match to content.	5	
	6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic organizers, etc.).	5	
<b>TOTAL SCORE (PART 2)</b>		48	

TOTAL SCORE (PART 1 and 2)		138	
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Instructional Materials Evaluation for Alignment: Guidelines for Textbook  
 Subject: Social Studies K-12

Evaluator 2

Rating Committee: Social Studies 9-12

Publisher: EMC

Title of Textbook Series/Instructional Program: **ECONOMICS: NEW WAYS OF THINKING STUDENT EDITION**

Grade Range of Textbook Series/Instructional Program 9-12 Specific Grade/Course Evaluated: Economics

**Use the following Rubric to Rate each Criteria Indicator**  
**STRONG EVIDENCE (meets 80-100%) = 5;      MODERATE EVIDENCE (meets 50 – 79%) = 3;      NO EVIDENCE (meets less than 50%) = 0**  
**Instructional materials/Textbooks must meet this requirement in order to be rated on SECTION Two of this rubric. If this resource does not score 90 points on SECTION One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.**

**Section 1: Alignment with Standards – This is a requirement for submission.**

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(1) <b>ALIGNMENT AND ACCURACY</b> Materials adequately address the <i>Mississippi College- and Career-Readiness            Standards (MS CCRS) for the Social Studies.</i>  <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	1a) The majority of the <i>MS CCRS for the Social Studies</i> are incorporated, to the full depth of the standards.	5	Pages 436-441, obj. 3.8 fully addressed.
	1b) Instructional materials support instruction designed to ensure that students master all <i>MS CCRS for the Social Studies</i> for the intended grade level.	5	Appropriate for high school.
	1c) Instructional materials reflect and incorporate the content of the <i>MS CCRS for the Social Studies</i>	5	The book is aligned to the standards, but the standards are lacking.

	1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.	5	Teaching with visuals. Reinforcement Activities, Guided Readings, and Passport Student Portal
	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	5	Not applicable, but numerous secondary readings including Your Personal Economics and Economics in the Real World are featured in each section. Laws and document names are mentioned but not included either as an excerpt or in full.
<p><b>(2) Program Organization</b> Materials adequately address the sequence and organization of the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	2a) Sequential organization of the material provides structure concerning what students should learn each year and allows teachers to convey the historical content efficiently and effectively.	5	Content follows the traditional sequence of an economics course.
	2b) The content is well-organized and presented in a manner consistent with providing all students an	5	Chapters begin with focus questions and



	<p>opportunity to achieve the essential knowledge and skills described in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p>		<p>“student asks” features. Teaching strategies in the TWE provide quality learning experiences with appropriate scaffolding and sequence.</p>
	<p>2c) Each unit presents strategies for universal access, including ways in which to improve the vocabulary, reading and language skills of English learners in the content of history – social science.</p>	5	<p>Vocabulary is defined in the margin and bolded in the text.</p>
	<p>2d) The materials support the development of academic vocabulary for all students and provide instruction and opportunities for student practice and application in key vocabulary.</p>	5	<p>Elasticity of demand being determined by the availability of substitutes assessed on p.119.</p>
<p><b>(3) Assessment</b> Tools and strategies measure what students know and are able to do.</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	<p>3a) Assessment tools should reflect what students know and are able to do.</p>	5	<p>Obj 6.7 assessed on p. 337.</p>
	<p>3b) Materials address the necessity of using <b>historical evidence</b> to support critical thinking ideas.</p>	5	<p>Critical thinking questions require understanding of economic principles.</p>
	<p>3c) Formative and summative assessment tools should provide evidence of student’s progress toward mastering the content called for in the <i>Mississippi College- and</i></p>	5	<p>Formative assessments in the textbook</p>

	<i>Career-Readiness Standards (MS CCRS) for the Social Studies.</i>		prepare students for summative assessments in the ancillary materials (i.e. exam view).
	3d) Materials provide rubrics that are content-specific and provide an explanation of the use of the rubrics by teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence.	5	
	3e) Assessment tools include multiple measures of student performance, such as selected response, short answer, essay, oral presentation, debates and speeches, service-learning projects, research projects, certificates, and performance-based tasks.	5	
<b>CRITERIA</b>	<b>INDICATORS OF SUPERIOR QUALITY</b>	<b>RATING 5, 3, 0</b>	<b>COMMENTS WITH EXAMPLES</b>
(4) <b>Universal Access</b> Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	Discussion starters, research activities, ELL.

<p>achievement is either below or above that typical of the class or grade level.</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	<p>4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.</p>	5	<p>Economic Facts and Fallacies; Economics in the Real World; and Thinking Like an Economist features in every section.</p>
	<p>4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade levels below and to assist in accelerating students' skills to grade level.</p>	5	<p>Cross Curricular, Differentiated Instruction, and Cooperative Learning Activities are present as well as the "student asks" feature to clear misunderstandings.</p>
	<p>4d) Materials must address the needs of students who are at or above grade level.</p>	5	<p>Text addressed complex topics such as elasticity not fully addressed in the standards.</p>
<p><b>TOTAL SCORE (PART 1)</b></p>	<p><b>If this resource does not score 90 points on Section One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.</b></p>	90	

**Section 2: Instructional Planning and Support**

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p><b>(5) SCAFFOLDING AND SUPPORT</b> Instructional planning and support information and materials specially designed for use by teachers in implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p>X YES                      <input type="checkbox"/> NO</p>	<p>5a) There are separate <b>teacher support</b> materials to assist teachers:</p> <ul style="list-style-type: none"> <li>● Organize and sequence effective learning experiences for students;</li> <li>● Utilize instructional materials to develop a variety of effective teaching strategies for student learning;</li> <li>● Utilize teacher’s use of social studies and inquiry; and</li> <li>● Incorporate reading and writing into lessons where appropriate.</li> </ul> <p>These instructional support documents support the work teachers do by providing:</p> <ul style="list-style-type: none"> <li>● Pertinent content background information;</li> <li>● Examples of student misconceptions;</li> <li>● Resources to assist and enhance instruction (electronic, web-based, software, etc.)</li> <li>● Materials and equipment needed along with maintenance and safe use.</li> <li>● Technical support for the use of multi-media, equipment and technology resources.</li> </ul>	5	Addressed in the presentation.
	<p>5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).</p>	5	Many of the differentiated instruction suggestions are pictorial representations . The strategies

			are present, but weak.
	5c) Instructional materials are accessible to students including <ul style="list-style-type: none"> <li>● Varied learning ability/disabilities;</li> <li>● Special needs (e.g., auditory, visual, physical, speech, emotional);</li> <li>● English language proficiency;</li> <li>● Cultural differences;</li> <li>● Different learning styles; and</li> <li>● Gender.</li> </ul>	5	Spanish Glossary
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<b>(6) USABILITY</b> Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.  <input type="checkbox"/> YES <input type="checkbox"/> NO	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.	5	Each section begins with focus questions.
	6b) The total amount of content is <b>viable</b> for a school year.	5	Pacing for 45 day block schedule and 90 day semester.
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.	5	Glossary terms defined in the margin and highlighted.
	6d) The text and supplemental materials employs a variety of reading levels and is <b>grade/level appropriate</b> .	5	
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.	5	Formative Assessment Section Review Questions
	6f) All supplemental materials are aligned to the text content with a clear match to content.	5	

	6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic organizers, etc.).	5	Cooperative learning activities in each chapter; Your Personal Economics; Multimedia project; Economic Skills Handbook
<b>TOTAL SCORE (PART 2)</b>		50	
<b>TOTAL SCORE (PART 1 and 2)</b>		140	

Instructional Materials Evaluation for Alignment: Guidelines for Textbook  
 Subject: Social Studies K-12

Evaluator 6

Rating Committee: Social Studies 9-12

Publisher: EMC

Title of Textbook Series/Instructional Program: **ECONOMICS: NEW WAYS OF THINKING STUDENT EDITION**

Grade Range of Textbook Series/Instructional Program 9-12 Specific Grade/Course Evaluated: Economics

**Use the following Rubric to Rate each Criteria Indicator**  
**STRONG EVIDENCE (meets 80-100%) = 5;      MODERATE EVIDENCE (meets 50 – 79%) = 3;      NO EVIDENCE (meets less than 50%) = 0**  
**Instructional materials/Textbooks must meet this requirement in order to be rated on SECTION Two of this rubric. If this resource does not score 90 points on SECTION One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.**

**Section 1: Alignment with Standards – This is a requirement for submission.**

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<b>(1) ALIGNMENT AND ACCURACY</b> Materials adequately address the <i>Mississippi College- and Career-Readiness            Standards (MS CCRS) for the Social Studies.</i>  <input type="checkbox"/> YES <input type="checkbox"/> NO	1a) The majority of the <i>MS CCRS for the Social Studies</i> are incorporated, to the full depth of the standards.	5	
	1b) Instructional materials support instruction designed to ensure that students master all <i>MS CCRS for the Social Studies</i> for the intended grade level.	5	
	1c) Instructional materials reflect and incorporate the content of the <i>MS CCRS for the Social Studies</i>	5	
	1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.	5	

	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	5	
<p><b>(2) Program Organization</b> Materials adequately address the sequence and organization of the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input type="checkbox"/> YES      <input type="checkbox"/> NO</p>	2a) Sequential organization of the material provides structure concerning what students should learn each year and allows teachers to convey the historical content efficiently and effectively.	5	
	2b) The content is well-organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	5	
	2c) Each unit presents strategies for universal access, including ways in which to improve the vocabulary, reading and language skills of English learners in the content of history – social science.	5	
	2d) The materials support the development of academic vocabulary for all students and provide instruction and opportunities for student practice and application in key vocabulary.	5	
<p><b>(3) Assessment</b> Tools and strategies measure what students know and are able to do.</p> <p><input type="checkbox"/> YES      <input type="checkbox"/> NO</p>	3a) Assessment tools should reflect what students know and are able to do.	5	
	3b) Materials address the necessity of using <b>historical evidence</b> to support critical thinking ideas.	5	
	3c) Formative and summative assessment tools should provide evidence of student’s progress toward mastering the content called for in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	5	
	3d) Materials provide rubrics that are content-specific and provide an explanation of the use of the rubrics by teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence.	5	
	3e) Assessment tools include multiple measures of student performance, such as selected response, short answer, essay, oral presentation, debates and speeches,	5	



	service-learning projects, research projects, certificates, and performance-based tasks.		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p><b>(4) Universal Access</b> Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level.</p> <p><input type="checkbox"/> YES      <input type="checkbox"/> NO</p>	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	
	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	
	4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade levels below and to assist in accelerating students' skills to grade level.	3	
	4d) Materials must address the needs of students who are at or above grade level.	5	
<b>TOTAL SCORE (PART 1)</b>	<b>If this resource does not score 90 points on Section One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.</b>	88	

**Section 2: Instructional Planning and Support**

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p><b>(5) SCAFFOLDING AND SUPPORT</b> Instructional planning and support information and materials specially designed for use by teachers in implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input type="checkbox"/> YES                      <input type="checkbox"/> NO</p>	<p>5a) There are separate <b>teacher support</b> materials to assist teachers:</p> <ul style="list-style-type: none"> <li>● Organize and sequence effective learning experiences for students;</li> <li>● Utilize instructional materials to develop a variety of effective teaching strategies for student learning;</li> <li>● Utilize teacher’s use of social studies and inquiry; and</li> <li>● Incorporate reading and writing into lessons where appropriate.</li> </ul> <p>These instructional support documents support the work teachers do by providing:</p> <ul style="list-style-type: none"> <li>● Pertinent content background information;</li> <li>● Examples of student misconceptions;</li> <li>● Resources to assist and enhance instruction (electronic, web-based, software, etc.)</li> <li>● Materials and equipment needed along with maintenance and safe use.</li> <li>● Technical support for the use of multi-media, equipment and technology resources.</li> </ul>		
	<p>5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).</p>		

	<p>5c) Instructional materials are accessible to students including</p> <ul style="list-style-type: none"> <li>● Varied learning ability/disabilities;</li> <li>● Special needs (e.g., auditory, visual, physical, speech, emotional);</li> <li>● English language proficiency;</li> <li>● Cultural differences;</li> <li>● Different learning styles; and</li> <li>● Gender.</li> </ul>		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p><b>(6) USABILITY</b> Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</p> <p><input type="checkbox"/> YES      <input type="checkbox"/> NO</p>	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.		
	6b) The total amount of content is <b>viable</b> for a school year.		
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.		
	6d) The text and supplemental materials employs a variety of reading levels and is <b>grade/level appropriate</b> .		
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.		
	6f) All supplemental materials are aligned to the text content with a clear match to content.		
	6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic organizers, etc.).		
<b>TOTAL SCORE (PART 2)</b>			

**TOTAL SCORE (PART 1 and 2)**

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Instructional Materials Evaluation for Alignment: Guidelines for Textbook  
 Subject: Social Studies K-12

7 Rating Committee: Social Studies 9-12

Publisher: EMC

Title of Textbook Series/Instructional Program: ECONOMICS: NEW WAYS OF THINKING STUDENT EDITION

Grade Range of Textbook Series/Instructional Program 9-12 Specific Grade/Course Evaluated: Economics

Use the following Rubric to Rate each Criteria Indicator  
**STRONG EVIDENCE (meets 80-100%) = 5; MODERATE EVIDENCE (meets 50 – 79%) = 3; NO EVIDENCE (meets less than 50%) = 0**  
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**Section 1: Alignment with Standards – This is a requirement for submission.**

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(1) <b>ALIGNMENT AND ACCURACY</b> Materials adequately address the <i>Mississippi College- and Career-Readiness            Standards (MS CCRS) for the Social Studies.</i>  <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	1a) The majority of the <i>MS CCRS for the Social Studies</i> are incorporated, to the full depth of the standards.	5	yes. now we need teachers to actually teach this!!!
	1b) Instructional materials support instruction designed to ensure that students master all <i>MS CCRS for the Social Studies</i> for the intended grade level.	5	
	1c) Instructional materials reflect and incorporate the content of the <i>MS CCRS for the Social Studies</i>	5	

	1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.	5	
	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	5	
<p><b>(2) Program Organization</b> Materials adequately address the sequence and organization of the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	2a) Sequential organization of the material provides structure concerning what students should learn each year and allows teachers to convey the historical content efficiently and effectively.	5	
	2b) The content is well-organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	5	
	2c) Each unit presents strategies for universal access, including ways in which to improve the vocabulary, reading and language skills of English learners in the content of history – social science.	5	
	2d) The materials support the development of academic vocabulary for all students and provide instruction and opportunities for student practice and application in key vocabulary.	5	
<p><b>(3) Assessment</b> Tools and strategies measure what students know and are able to do.</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	3a) Assessment tools should reflect what students know and are able to do.	5	
	3b) Materials address the necessity of using <b>historical evidence</b> to support critical thinking ideas.	5	
	3c) Formative and summative assessment tools should provide evidence of student’s progress toward mastering the content called for in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	5	
	3d) Materials provide rubrics that are content-specific and provide an explanation of the use of the rubrics by teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence.	5	

	3e) Assessment tools include multiple measures of student performance, such as selected response, short answer, essay, oral presentation, debates and speeches, service-learning projects, research projects, certificates, and performance-based tasks.	5	
<b>CRITERIA</b>	<b>INDICATORS OF SUPERIOR QUALITY</b>	<b>RATING 5, 3, 0</b>	<b>COMMENTS WITH EXAMPLES</b>
<b>(4) Universal Access</b> Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level.  <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	
	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	
	4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade levels below and to assist in accelerating students' skills to grade level.	5	
	4d) Materials must address the needs of students who are at or above grade level.	5	

TOTAL SCORE (PART 1)	If this resource does not score 90 points on Section One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.	90	
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**Section 2: Instructional Planning and Support**

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(5) <b>SCAFFOLDING AND SUPPORT</b> Instructional planning and support information and materials specially designed for use by teachers in implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p>x YES      <input type="checkbox"/> NO</p>	<p>5a) There are separate <b>teacher support</b> materials to assist teachers:</p> <ul style="list-style-type: none"> <li>● Organize and sequence effective learning experiences for students;</li> <li>● Utilize instructional materials to develop a variety of effective teaching strategies for student learning;</li> <li>● Utilize teacher’s use of social studies and inquiry; and</li> <li>● Incorporate reading and writing into lessons where appropriate.</li> </ul> <p>These instructional support documents support the work teachers do by providing:</p> <ul style="list-style-type: none"> <li>● Pertinent content background information;</li> <li>● Examples of student misconceptions;</li> <li>● Resources to assist and enhance instruction (electronic, web-based, software, etc.)</li> <li>● Materials and equipment needed along with maintenance and safe use.</li> <li>● Technical support for the use of multi-media, equipment and technology resources.</li> </ul>	5	



	5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).	5	
	5c) Instructional materials are accessible to students including <ul style="list-style-type: none"> <li>• Varied learning ability/disabilities;</li> <li>• Special needs (e.g., auditory, visual, physical, speech, emotional);</li> <li>• English language proficiency;</li> <li>• Cultural differences;</li> <li>• Different learning styles; and</li> <li>• Gender.</li> </ul>	5	
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p><b>(6) USABILITY</b> Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</p> <p>X YES      <input type="checkbox"/> NO</p>	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.	5	i wish i had his for my AP macro class just as an additional text.
	6b) The total amount of content is <b>viable</b> for a school year.	5	
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.	5	
	6d) The text and supplemental materials employs a variety of reading levels and is <b>grade/level appropriate</b> .	5	
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.	5	
	6f) All supplemental materials are aligned to the text content with a clear match to content.	5	
	6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science	5	

	journals/writing, cooperative group work, graphic organizers, etc.).		
<b>TOTAL SCORE (PART 2)</b>		50	
<b>TOTAL SCORE (PART 1 and 2)</b>		140	

Instructional Materials Evaluation for Alignment: Guidelines for Textbook  
 Subject: Social Studies K-12

Evaluator 8

Rating Committee: Social Studies 9-12

Publisher: EMC

Title of Textbook Series/Instructional Program: **ECONOMICS: NEW WAYS OF THINKING STUDENT EDITION**

Grade Range of Textbook Series/Instructional Program 9-12 Specific Grade/Course Evaluated: Economics

**Use the following Rubric to Rate each Criteria Indicator**  
**STRONG EVIDENCE (meets 80-100%) = 5;      MODERATE EVIDENCE (meets 50 – 79%) = 3;      NO EVIDENCE (meets less than 50%) = 0**  
**Instructional materials/Textbooks must meet this requirement in order to be rated on SECTION Two of this rubric. If this resource does not score 90 points on SECTION One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.**

**Section 1: Alignment with Standards – This is a requirement for submission.**

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<b>(1) ALIGNMENT AND ACCURACY</b> Materials adequately address the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.</i>  <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	1a) The majority of the <i>MS CCRS for the Social Studies</i> are incorporated, to the full depth of the standards.	5	
	1b) Instructional materials support instruction designed to ensure that students master all <i>MS CCRS for the Social Studies</i> for the intended grade level.	5	
	1c) Instructional materials reflect and incorporate the content of the <i>MS CCRS for the Social Studies</i>	5	
	1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.	5	

	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	5	
<p><b>(2) Program Organization</b> Materials adequately address the sequence and organization of the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	2a) Sequential organization of the material provides structure concerning what students should learn each year and allows teachers to convey the historical content efficiently and effectively.	5	
	2b) The content is well-organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	5	
	2c) Each unit presents strategies for universal access, including ways in which to improve the vocabulary, reading and language skills of English learners in the content of history – social science.	5	
	2d) The materials support the development of academic vocabulary for all students and provide instruction and opportunities for student practice and application in key vocabulary.	5	
<p><b>(3) Assessment</b> Tools and strategies measure what students know and are able to do.</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	3a) Assessment tools should reflect what students know and are able to do.	5	
	3b) Materials address the necessity of using <b>historical evidence</b> to support critical thinking ideas.	5	
	3c) Formative and summative assessment tools should provide evidence of student’s progress toward mastering the content called for in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	5	
	3d) Materials provide rubrics that are content-specific and provide an explanation of the use of the rubrics by teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence.	5	
	3e) Assessment tools include multiple measures of student performance, such as selected response, short answer, essay, oral presentation, debates and speeches,	5	

	service-learning projects, research projects, certificates, and performance-based tasks.		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p><b>(4) Universal Access</b> Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level.</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	
	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	
	4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade levels below and to assist in accelerating students' skills to grade level.	5	
	4d) Materials must address the needs of students who are at or above grade level.	5	
<b>TOTAL SCORE (PART 1)</b>	<b>If this resource does not score 90 points on Section One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.</b>	90	

**Section 2: Instructional Planning and Support**

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p><b>(5) SCAFFOLDING AND SUPPORT</b> Instructional planning and support information and materials specially designed for use by teachers in implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p>X YES                      <input type="checkbox"/> NO</p>	<p>5a) There are separate <b>teacher support</b> materials to assist teachers:</p> <ul style="list-style-type: none"> <li>● Organize and sequence effective learning experiences for students;</li> <li>● Utilize instructional materials to develop a variety of effective teaching strategies for student learning;</li> <li>● Utilize teacher’s use of social studies and inquiry; and</li> <li>● Incorporate reading and writing into lessons where appropriate.</li> </ul> <p>These instructional support documents support the work teachers do by providing:</p> <ul style="list-style-type: none"> <li>● Pertinent content background information;</li> <li>● Examples of student misconceptions;</li> <li>● Resources to assist and enhance instruction (electronic, web-based, software, etc.)</li> <li>● Materials and equipment needed along with maintenance and safe use.</li> <li>● Technical support for the use of multi-media, equipment and technology resources.</li> </ul>	5	
	<p>5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).</p>	5	

	<p>5c) Instructional materials are accessible to students including</p> <ul style="list-style-type: none"> <li>● Varied learning ability/disabilities;</li> <li>● Special needs (e.g., auditory, visual, physical, speech, emotional);</li> <li>● English language proficiency;</li> <li>● Cultural differences;</li> <li>● Different learning styles; and</li> <li>● Gender.</li> </ul>	5	
<b>CRITERIA</b>	<b>INDICATORS OF SUPERIOR QUALITY</b>	<b>RATING 5, 3, 0</b>	<b>COMMENTS WITH EXAMPLES</b>
<p><b>(6) USABILITY</b> Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.	5	
	6b) The total amount of content is <b>viable</b> for a school year.	5	
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.	5	
	6d) The text and supplemental materials employs a variety of reading levels and is <b>grade/level appropriate</b> .	5	
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.	5	
	6f) All supplemental materials are aligned to the text content with a clear match to content.	5	
	6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic organizers, etc.).	5	
<b>TOTAL SCORE (PART 2)</b>		50	

<b>TOTAL SCORE (PART 1 and 2)</b>		140	
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