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

Evaluator <u>1</u>	Rating Committee:	Social Studies 9-12
Publisher: Pearson		
Title of Textbook Series/Instructional Program: UNITED STATES HISTORY COURSEWARE ISBN# 9780133332575	RECONSTRUCTION TO TH	HE PRESENT STUDENT EDITION PLUS 5-YEAR DIGITAL
Grade Range of Textbook Series/Instructional Program 9-12	Specific Grade/	Course Evaluated: <u>US History</u>

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	COMMENTS
		5, 3, 0	WITH
			EXAMPLES
(1) ALIGNMENT AND ACCURACY	1a) The majority of the MS CCRS for the Social Studies are	5	
Materials adequately address the	incorporated, to the full depth of the standards.		
Mississippi College- and Career-Readiness	1b) Instructional materials support instruction designed to	5	
Standards (MS CCRS) for the Social Studies.	ensure that students master all MS CCRS for the Social		
	Studies for the intended grade level.		
☐ YES ☐ NO	1c) Instructional materials reflect and incorporate the	5	
	content of the MS CCRS for the Social Studies		

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organization of the Mississippi College- and	and allows teachers to convey the historical content		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

	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	
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(4) Universal Access Instructional materials that are understandable to all students, including students eligible for special	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	
education, English learners, and students whose achievement is either below or above that typical of the class or grade level.	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	
☐ YES ☐ NO	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,	90	
	DO NOT SCORE IT ON SECTION TWO. Skip to the last page		
	and enter the score in the "TOTAL SCORE" field.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(5) SCAFFOLDING AND SUPPORT Instructional planning and support information and materials specially designed for use by teachers in implementing the Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies. YES NO	 5a) There are separate teacher support materials to assist teachers: Organize and sequence effective learning experiences for students; Utilize instructional materials to develop a variety of effective teaching strategies for student learning; Utilize teacher's use of social studies and inquiry; and Incorporate reading and writing into lessons where appropriate. These instructional support documents support the work teachers do by providing: Pertinent content background information; Examples of student misconceptions; Resources to assist and enhance instruction (electronic, web-based, software, etc.) Materials and equipment needed along with maintenance and safe use. Technical support for the use of multi-media, equipment and technology resources. 	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 Varied learning ability/disabilities; Special needs (e.g., auditory, visual, physical, speech, emotional); English language proficiency; Cultural differences; Different learning styles; and Gender. 	5	
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(6) USABILITY 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.	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	The textbook could have posted the Learning Standard associated with each lesson or unit.
☐ YES ☐ NO	6b) The total amount of content is viable 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.	5	
	 6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate. 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	
TOTAL SCORE (PART 2)		47	
TOTAL SCORE (PART 1 and 2)		137	

Evaluator4	Rating Committee:Social Studies 9-12
Publisher: Pearson	_
Title of Textbook Series/Instructional Program: UNITED COURSEWARE	STATES HISTORY RECONSTRUCTION TO THE PRESENT STUDENT EDITION PLUS 5-YEAR DIGITAL
Grade Range of Textbook Series/Instructional Program	n9-12 Specific Grade/Course Evaluated: <u>US History</u>
Instructional materials/Textbooks must meet this red	tor DERATE EVIDENCE (meets 50 – 79%) = 3; NO EVIDENCE (meets less than 50%) = 0 quirement in order to be rated on SECTION Two of this rubric. If this resource does not DN 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.

Instructional Materials Evaluation for Alignment: Guidelines for Textbook

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH
			EXAMPLES
(1) ALIGNMENT AND ACCURACY Materials adequately address the	1a) The majority of the MS CCRS for the Social Studies are incorporated, to the full depth of the standards.	5	
Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.	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	
x□ YES □ NO	1c) Instructional materials reflect and incorporate the content of the MS CCRS for the Social Studies	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
(2) Program Organization Materials adequately address the sequence and organization of the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social</i>	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
Studies. x□ YES □ NO	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 Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.	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
(3) Assessment Tools and strategies measure what students know and	3a) Assessment tools should reflect what students know and are able to do.	5
are able to do.	3b) Materials address the necessity of using historical evidence to support critical thinking ideas.	5
□x YES □ NO	3c) Formative and summative assessment tools should provide evidence of student's progress toward mastering the content called for in the Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.	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	FATING 5, 3, 0	COMMENTS WITH EXAMPLES
(4) Universal Access Instructional materials that are understandable to all students, including students eligible for special	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	
education, English learners, and students whose achievement is either below or above that typical of the class or grade level.	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	
□x YES □ NO	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	

Section 2: Instructional Planning and Support

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(5) SCAFFOLDING AND SUPPORT 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>	 5a) There are separate teacher support materials to assist teachers: Organize and sequence effective learning experiences for students; Utilize instructional materials to develop a variety of effective teaching strategies for student learning; Utilize teacher's use of social studies and inquiry; and Incorporate reading and writing into lessons where appropriate. These instructional support documents support the work teachers do by providing: Pertinent content background information; Examples of student misconceptions; Resources to assist and enhance instruction (electronic, web-based, software, etc.) Materials and equipment needed along with maintenance and safe use. Technical support for the use of multi-media, 	5	
	equipment and technology resources. 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	

CRITERIA	 5c) Instructional materials are accessible to students including Varied learning ability/disabilities; Special needs (e.g., auditory, visual, physical, speech, emotional); English language proficiency; Cultural differences; Different learning styles; and Gender. INDICATORS OF SUPERIOR QUALITY 	5 RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year.	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	LARIVIFELS
The information is organized logically and presented clearly using multiple methods.	6b) The total amount of content is viable 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.		
□x YES □ NO	6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate .	5	
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.6f) All supplemental materials are aligned to the text	5	
	content with a clear match to content. 6g) Supplemental materials provide a variety of resources	5	
	for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic organizers, etc.).	3	
TOTAL SCORE (PART 2)		50	

TOTAL SCORE (PART 1 and 2)	140	

Evaluator5	Rating Committee: Social Studies 9-12
Publisher: Pearson	
Title of Textbook Series/Instructional Program: UNITED S	STATES HISTORY RECONSTRUCTION TO THE PRESENT STUDENT EDITION
Grade Range of Textbook Series/Instructional Program_ <u>History</u>	9-12 Specific Grade/Course Evaluated: <u>US</u>
Instructional materials/Textbooks must meet this requirement	IDENCE (meets 50 – 79%) = 3; NO EVIDENCE (meets less than 50%) = 0 t in order to be rated on SECTION Two of this rubric. If this resource does not N 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.

Instructional Materials Evaluation for Alignment: Guidelines for Textbook

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATIN G	COMMENTS WITH
		5, 3, 0	EXAMPLES
(1) ALIGNMENT AND ACCURACY	1a) The majority of the MS CCRS for the Social	5	
Materials adequately address the	Studies are incorporated, to the full depth of the		
Mississippi College- and Career-Readiness	standards.		
Standards (MS CCRS) for the Social Studies.	1b) Instructional materials support instruction	5	
	designed to ensure that students master all MS CCRS		
✓ YES □ NO	for the Social Studies for the intended grade level.		
	1c) Instructional materials reflect and incorporate the	5	
	content of the MS CCRS for the Social Studies		

	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	The primary sources located in this textbook also have assessments to test comprehension skills.
(2) Program Organization Materials adequately address the sequence and organization of the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the</i>	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	
Social Studies. ✓ YES □ NO	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 Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.	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.	3	This textbook offers little to no opportunity to improve on vocabulary.
	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.	3	
(3) Assessment Tools and strategies measure what students know	3a) Assessment tools should reflect what students know and are able to do.	5	
and are able to do.	3b) Materials address the necessity of using historical evidence to support critical thinking ideas.	5	
✓ YES □ NO	and the state of t		

	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> 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.	0	Each topic assessments is based on "writing a paragraph."
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATIN G 5, 3, 0	COMMENTS WITH EXAMPLES
(4) Universal Access Instructional materials that are understandable to all students, including students eligible for special	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	
education, English learners, and students whose achievement is either below or above that typical of the class or grade level.	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	

✓ YES	□ NO	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	
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.	79	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATIN G 5, 3, 0	COMMENTS WITH EXAMPLES
(5) SCAFFOLDING AND SUPPORT Instructional planning and support information and materials specially designed for use by teachers in implementing the Mississippi College-and Career-Readiness Standards (MS CCRS) for the Social Studies. YES NO	 5a) There are separate teacher support materials to assist teachers: Organize and sequence effective learning experiences for students; Utilize instructional materials to develop a variety of effective teaching strategies for student learning; Utilize teacher's use of social studies and inquiry; and Incorporate reading and writing into lessons where appropriate. These instructional support documents support the work teachers do by providing: Pertinent content background information; Examples of student misconceptions; 		

	 Resources to assist and enhance instruction (electronic, web-based, software, etc.) Materials and equipment needed along with maintenance and safe use. Technical support for the use of multi-media, equipment and technology resources. 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.). 5c) Instructional materials are accessible to students including Varied learning ability/disabilities; Special needs (e.g., auditory, visual, physical, speech, emotional); English language proficiency; Cultural differences; Different learning styles; and Gender. 		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATIN G 5, 3, 0	COMMENTS WITH EXAMPLES
(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year.	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.		
The information is organized logically and presented clearly using multiple	6b) The total amount of content is viable for a school year.		
methods.	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 grade/level appropriate. 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.).		
TOTAL SCORE (PART 2)			
TOTAL SCORE (PART 1 and 2)		79	

EvaluatorBrett Mayfield	Rating Committe	ee: Social Studies 9-12
Publisher: <u>Pearson</u>		
Title of Textbook Series/Instructional Program: UNITED S	STATES HISTORY RECONSTRUC	CTION TO THE PRESENT STUDENT EDITION
Grade Range of Textbook Series/Instructional Program_ <u>History</u>	9-12 Specific	c Grade/Course Evaluated: <u>US</u>
Use the following Rubric to Rate each Criteria Indicator STRONG EVIDENCE (meets 80-100%) = 5; MODERATE EV Instructional materials/Textbooks must meet this requirement score 90 points on SECTION One, DO NOT SCORE IT ON SECTION	t in order to be rated on SECTION	

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

Instructional Materials Evaluation for Alignment: Guidelines for Textbook

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATIN G	COMMENTS WITH
		5, 3, 0	EXAMPLES
(1) ALIGNMENT AND ACCURACY	1a) The majority of the MS CCRS for the Social	3	
Materials adequately address the	Studies are incorporated, to the full depth of the		
Mississippi College- and Career-Readiness	standards.		
Standards (MS CCRS) for the Social Studies.	1b) Instructional materials support instruction	3	
	designed to ensure that students master all MS CCRS		
☐ YES ☐ NO	for the Social Studies for the intended grade level.		
	1c) Instructional materials reflect and incorporate the	3	
	content of the MS CCRS for the Social Studies		

	1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.	3	
	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	5	
(2) Program Organization Materials adequately address the sequence and organization of the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the</i>	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	
Social Studies.	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 Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.	3	
	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.	3	
	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.	3	
(3) Assessment Tools and strategies measure what students know	3a) Assessment tools should reflect what students know and are able to do.	5	
and are able to do.	3b) Materials address the necessity of using historical evidence to support critical thinking ideas.	3	
☐ YES ☐ NO	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>	3	
	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.	3	

	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	
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATIN G	COMMENTS WITH
(4) 11 1		5, 3, 0	EXAMPLES
(4) Universal Access Instructional materials that are understandable to	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient	3	
all students, including students eligible for special	instruction for all students.		
education, English learners, and students whose	4b) Instructional materials are presented in an	5	
achievement is either below or above that typical	engaging context that are related to real world		
of the class or grade level.	experiences and situations.		
	4c) Instructional materials are designed to help meet	3	
☐ YES ☐ NO	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.		
	4d) Materials must address the needs of students who	5	
	are at or above grade level.		

TOTAL SCORE (PART 1)	If this resource does not score 90 points on	68	
	Section One, DO NOT SCORE IT ON SECTION		
	TWO. Skip to the last page and enter the score in		
	the "TOTAL SCORE" field.		

CRITERIA INDICATORS OF SUPERIOR QUALITY RATIN O			
ORTERIA	INDICATORS OF SOFERIOR QUALITY	G	COMMENTS WITH
		5, 3, 0	EXAMPLES
(5) 004 5501 DING AND OURDOOT		5, 5, 0	EXAMIFLES
(5) SCAFFOLDING AND SUPPORT	5a) There are separate teacher support materials to		
Instructional planning and support information	assist teachers:		
and materials specially designed for use by	 Organize and sequence effective learning 		
teachers in implementing the Mississippi College-	experiences for students;		
and Career-Readiness Standards (MS CCRS) for	 Utilize instructional materials to develop a 		
the Social Studies.	variety of effective teaching strategies for		
	student learning;		
☐ YES ☐ NO	Utilize teacher's use of social studies and		
	inquiry; and		
	 Incorporate reading and writing into lessons 		
	where appropriate.		
	· · ·		
	These instructional support documents support the		
	work teachers do by providing:		
	 Pertinent content background information; 		
	 Examples of student misconceptions; 		
	 Resources to assist and enhance instruction 		
	(electronic, web-based, software, etc.)		
	 Materials and equipment needed along with 		
	maintenance and safe use.		
	 Technical support for the use of multi-media, 		
	equipment and technology resources.		

	 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.). 5c) Instructional materials are accessible to students including Varied learning ability/disabilities; 		
	 Special needs (e.g., auditory, visual, physical, speech, emotional); English language proficiency; Cultural differences; Different learning styles; and Gender. 		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATIN G 5, 3, 0	COMMENTS WITH EXAMPLES
(2) 116 1 211 122			
(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year.	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.		
Materials are easy to use, promote safety in the social studies classroom, and	each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals,		
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	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 viable for a school year.		

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

Evaluator8	Rating Committee:	Social Studies 9-12
Publisher: Pearson	_	
Title of Textbook Series/Instructional Program: UNITEL COURSEWARE	O STATES HISTORY RECONSTRUCTION TO THE	PRESENT STUDENT EDITION PLUS 5-YEAR DIGITAL
Grade Range of Textbook Series/Instructional Program	n <u>9-12</u> Specific Grade/C	Course Evaluated: <u>US History</u>
Use the following Rubric to Rate each Criteria Indica	tor	
STRONG EVIDENCE (meets 80-100%) = 5; MOD	DERATE 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.

Instructional Materials Evaluation for Alignment: Guidelines for Textbook

CRITERIA	INDICATORS OF SUPERIOR QUALITY	5, 3, 0	COMMENTS WITH EXAMPLES
(1) ALIGNMENT AND ACCURACY	1a) The majority of the MS CCRS for the Social Studies are	5	
Materials adequately address the	incorporated, to the full depth of the standards.		
Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.	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	
X YES NO	1c) Instructional materials reflect and incorporate the content of the MS CCRS for the Social Studies	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	5	
	appropriate to the age level of students.		
(2) Program Organization	2a) Sequential organization of the material provides	5	
Materials adequately address the sequence and	structure concerning what students should learn each year		
organization of the Mississippi College- and	and allows teachers to convey the historical content		
Career-Readiness Standards (MS CCRS) for the Social	efficiently and effectively.		
Studies.	2b) The content is well-organized and presented in a	5	
	manner consistent with providing all students an		
X YES 🗆 NO	opportunity to achieve the essential knowledge and skills		
	described in the Mississippi College- and Career-Readiness		
	Standards (MS CCRS) for the Social Studies.		
	2c) Each unit presents strategies for universal access,	5	
	including ways in which to improve the vocabulary, reading		
	and language skills of English learners in the content of		
	history – social science.		
	2d) The materials support the development of academic	5	
	vocabulary for all students and provide instruction and		
	opportunities for student practice and application in key		
	vocabulary.		
(3) Assessment	3a) Assessment tools should reflect what students know	5	
Tools and strategies measure what students know and	and are able to do.		
are able to do.	3b) Materials address the necessity of using historical	5	
	evidence to support critical thinking ideas.		
☐ YES ☐ NO	3c) Formative and summative assessment tools should	5	
	provide evidence of student's progress toward mastering		
	the content called for in the Mississippi College- and		
	Career-Readiness Standards (MS CCRS) for the Social		
	Studies.		
	3d) Materials provide rubrics that are content-specific and	5	
	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.		
	3e) Assessment tools include multiple measures of student	5	
	performance, such as selected response, short answer,		
	essay, oral presentation, debates and speeches,		

	service-learning projects, research projects, certificates, and performance-based tasks.		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	FATING 5, 3, 0	COMMENTS WITH EXAMPLES
(4) Universal Access Instructional materials that are understandable to all students, including students eligible for special	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	
education, English learners, and students whose achievement is either below or above that typical of the class or grade level.	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	
X YES 🗆 NO	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	

Section 2: Instructional Planning and Support

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(5) SCAFFOLDING AND SUPPORT Instructional planning and support information and materials specially designed for use by teachers in implementing the Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies. X YES NO	 5a) There are separate teacher support materials to assist teachers: Organize and sequence effective learning experiences for students; Utilize instructional materials to develop a variety of effective teaching strategies for student learning; Utilize teacher's use of social studies and inquiry; and Incorporate reading and writing into lessons where appropriate. These instructional support documents support the work teachers do by providing: Pertinent content background information; Examples of student misconceptions; Resources to assist and enhance instruction (electronic, web-based, software, etc.) Materials and equipment needed along with maintenance and safe use. Technical support for the use of multi-media, equipment and technology resources. 	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	

CRITERIA	 5c) Instructional materials are accessible to students including Varied learning ability/disabilities; Special needs (e.g., auditory, visual, physical, speech, emotional); English language proficiency; Cultural differences; Different learning styles; and Gender. INDICATORS OF SUPERIOR QUALITY 	8ATING 5, 3, 0	COMMENTS WITH EXAMPLES
(6) USABILITY 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	 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 viable for a school year. 6c) The text incorporates a glossary, footnotes, recordings, 	5 5 5	EAMWIFLES
methods. X YES NO	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 grade/level appropriate. 6e) The text and supplemental materials provides ample	5	
	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	5	
TOTAL SCORE (PART 2)	journals/writing, cooperative group work, graphic organizers, etc.).	50	

TOTAL SCORE (PART 1 and 2)	140	

Evaluator	_#9	Rating Committee:	Social Studies 9-12
Publisher: <u>Pearson</u>			
Title of Textbook Se COURSEWARE	eries/Instructional Program: UNITED STATES HISTORY	RECONSTRUCTION TO T	HE PRESENT STUDENT EDITION PLUS 5-YEAR DIGITAL
Grade Range of Tex	tbook Series/Instructional Program <u>9-12</u>	Specific Grade	/Course Evaluated: <u>US History</u>

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.

Instructional Materials Evaluation for Alignment: Guidelines for Textbook

CRITERIA	INDICATORS OF SUPERIOR QUALITY	5, 3, 0	COMMENTS WITH EXAMPLES
(1) ALIGNMENT AND ACCURACY Materials adequately address the	1a) The majority of the MS CCRS for the Social Studies are incorporated, to the full depth of the standards.	5	
Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.	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	
X YES NO	1c) Instructional materials reflect and incorporate the content of the MS CCRS for the Social Studies	5	
	1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.	5	Student inquiry evidenced throughout chapter.

	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	5	Primary sources available in abundance. Online suite is amazing.
(2) Program Organization Materials adequately address the sequence and organization of the Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social	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	3
Studies. X YES □ NO	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 Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.	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	Noticeable ELL, differentiation, and remediation activities present throughout chapters.
	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	
(3) Assessment Tools and strategies measure what students know and	3a) Assessment tools should reflect what students know and are able to do.	5	
are able to do. X YES □ NO	3b) Materials address the necessity of using historical evidence to support critical thinking ideas.	5	Lots of examples of historical evidence and critical thinking activities at the

		end of each chapter/unit.
provide evidence of studence o	lent's progress toward mastering the Mississippi College- and ards (MS CCRS) for the Social	I would like to see more examples of formative assessments for schools that do not have access to premium technology.
provide an explanation of	brics that are content-specific and of the use of the rubrics by evaluate and improve skills in e use of evidence.	Use of writing is evident throughout. Rubrics available online, but could not find for all topics.
performance, such as se essay, oral presentation	, research projects, certificates,	Many examples throughout text. Lots of ways to measure assessment.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(4) Universal Access Instructional materials that are understandable to all students, including students eligible for special	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	
education, English learners, and students whose achievement is either below or above that typical of the class or grade level.	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	
X YES NO	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	Differentiation and remediation activities present throughout.
	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	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(5) SCAFFOLDING AND SUPPORT	5a) There are separate teacher support materials to assist	5	
Instructional planning and support information and	teachers:		
materials specially designed for use by teachers in			

implementing the Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies. X YES □ NO	 Organize and sequence effective learning experiences for students; Utilize instructional materials to develop a variety of effective teaching strategies for student learning; Utilize teacher's use of social studies and inquiry; and Incorporate reading and writing into lessons where appropriate. These instructional support documents support the work teachers do by providing: Pertinent content background information; Examples of student misconceptions; Resources to assist and enhance instruction (electronic, web-based, software, etc.) Materials and equipment needed along with maintenance and safe use. Technical support for the use of multi-media, equipment and technology resources. 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	The constant use of different types of activities and supplemental material make this ideal for all learners.
	 5c) Instructional materials are accessible to students including Varied learning ability/disabilities; Special needs (e.g., auditory, visual, physical, speech, emotional); English language proficiency; Cultural differences; Different learning styles; and 	5	

	Gender.		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year.	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	
The information is organized logically and presented clearly using multiple methods. X YES NO	6b) The total amount of content is viable 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.	3	Did not see footnotes. Everything else is present.
	 6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate. 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	
TOTAL SCORE (PART 2)		48	
TOTAL SCORE (PART 1 and 2)		138	This book is honestly a great example of what a U.S. History book should look like. Everything in this book is

	geared to make a teacher's life easier and for the students to master the
	content!