

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

Evaluator   1  

Rating Committee:   Social Studies 9-12  

Publisher:   HMH  

Title of Textbook Series/Instructional Program:   HMH SOCIAL STUDIES GLOBAL GEOGRAPHY ISBN# 9780544927889  

Grade Range of Textbook Series/Instructional Program   9-12   Specific Grade/Course Evaluated:   Intro to Geography  

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of the material provides structure concerning what students should learn each year and allows teachers to convey the historical content efficiently and effectively.	5	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>(4) <b>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	Each Unit and Lesson doesn't have the appropriate MS Standard assigned to it.
	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: HMH

Title of Textbook Series/Instructional Program: **HMH SOCIAL STUDIES GLOBAL GEOGRAPHY**

Grade Range of Textbook Series/Instructional Program 9-12 Specific Grade/Course Evaluated: Intro to Geography

**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	Materials incorporate best practices that help build skills.
	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	maps, census data, and other social studies tools
<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	N/A. Geographic not historical content.
	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	Chapter Assessments contain various DOK levels
	3b) Materials address the necessity of using <b>historical evidence</b> to support critical thinking ideas.	5	Not history.
	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	Text includes questions at the end of the section and chapter as well as Connect to



			the Issue Questions.
	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	Not prominent in text; included in ancillary materials?
	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	Variety of assessment tools in each chapter.
<b>CRITERIA</b>	<b>INDICATORS OF SUPERIOR QUALITY</b>	<b>RATING 5, 3, 0</b>	<b>COMMENTS WITH EXAMPLES</b>
<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	Each chapter includes strategies for vocabulary practice, Enrichment ideas, and differentiated

			instruction strategies.
	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>(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>	5	Addressed in multimedia presentation.

	<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>		
	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	Differentiated instruction suggestions for each suggestion.
	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>	3	Lacking in addressing learner diversity.
<b>CRITERIA</b>	<b>INDICATORS OF SUPERIOR QUALITY</b>	<b>RATING 5, 3, 0</b>	<b>COMMENTS WITH EXAMPLES</b>
(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.	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	Chapters contain a What You Will Learn statement at the beginning of each chapter.
	6b) The total amount of content is <b>viable</b> for a school year.	5	

<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.	5	Maps, charts, graphs and other geographic tools
	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	
<b>TOTAL SCORE (PART 1 and 2)</b>		138	

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

Evaluator 3

Rating Committee: Social Studies 9-12

Publisher: HMH

Title of Textbook Series/Instructional Program: **HMH SOCIAL STUDIES GLOBAL GEOGRAPHY**

Grade Range of Textbook Series/Instructional Program 9-12 Specific Grade/Course Evaluated: Intro to Geography

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	Excellent atlas section

	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>X 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	Ts could vary sequence according to standards and objectives
	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	“Building Vocabulary” included per unit
<p><b>(3) Assessment</b> Tools and strategies measure what students know and are able to do.</p> <p>X 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	Multiple assessment types included with each unit.
<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	Struggling Readers guidance included in ancillary materials and TE
	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	English Learners materials available
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 style="text-align: left;">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	
	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 4

Rating Committee: Social Studies 9-12

Publisher: HMH

Title of Textbook Series/Instructional Program: **HMH SOCIAL STUDIES GLOBAL GEOGRAPHY**

Grade Range of Textbook Series/Instructional Program 9-12 Specific Grade/Course Evaluated: Intro to Geography

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>  x <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.	3	

	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	3	
<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 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.	3	
	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>	84	

**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>			

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

Evaluator 5

Rating Committee: Social Studies 9-12

Publisher: HMH

Title of Textbook Series/Instructional Program: **HMH SOCIAL STUDIES GLOBAL GEOGRAPHY**

Grade Range of Textbook Series/Instructional Program 9-12 Specific Grade/Course Evaluated: Intro to Geography

**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	ITG.11-12  Strengths - There is a unit for several countries and continents that focus on the standards.
	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	Uses the History channel for inquiry and engagement.
	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	There is a guided student workbook for reinforcement.
	3d) Materials provide rubrics that are content-specific and provide an explanation of the use of the rubrics by	5	

	<p>teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence.</p> <p>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.</p>	5	
<b>CRITERIA</b>	<b>INDICATORS OF SUPERIOR QUALITY</b>	<b>RATING 5, 3, 0</b>	<b>COMMENTS WITH EXAMPLES</b>
<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	

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><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	

	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.).	3	Does not suggest alternative teaching approaches or pacing.  All lessons are standard and in the same format.
	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>	3	Did not notice anything for the blind or deaf.
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 checked="" 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	
	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	Incorporates historical data, group work, and graphic organizers for note-taking as well as building websites
<b>TOTAL SCORE (PART 2)</b>		46	
<b>TOTAL SCORE (PART 1 and 2)</b>		136	Overall, a viable textbook

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

Evaluator 6

Rating Committee: Social Studies 9-12

Publisher: HMH

Title of Textbook Series/Instructional Program: **HMH SOCIAL STUDIES GLOBAL GEOGRAPHY**

Grade Range of Textbook Series/Instructional Program 9-12 Specific Grade/Course Evaluated: Intro to Geography

**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.	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.	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.	3	
	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.	3	
	3e) Assessment tools include multiple measures of student performance, such as selected response, short answer, essay, oral presentation, debates and speeches,	3	



	service-learning projects, research projects, certificates, and performance-based tasks.		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<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 type="checkbox"/> YES <input type="checkbox"/> NO	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	3	
	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.	3	
<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>	78	

**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>			

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

Evaluator 7

Rating Committee: Social Studies 9-12

Publisher: HMH

Title of Textbook Series/Instructional Program: HMH SOCIAL STUDIES GLOBAL GEOGRAPHY

Grade Range of Textbook Series/Instructional Program 9-12 Specific Grade/Course Evaluated: Intro to Geography

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	
<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.		
<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 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	this book has so many resources, a teacher could not ever run out of solid things to make lesson plans from. good stuff
	<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 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	I teach APHG and this book could be used for every level from beginner to AP-Good organization and excellent online resources
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.	5	Combining history channel videos is top shelf.
	6d) The text and supplemental materials employs a variety of reading levels and is <b>grade/level appropriate</b> .	5	check notes on 6b
	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	

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

Evaluator 8

Rating Committee: Social Studies 9-12

Publisher: HMH

Title of Textbook Series/Instructional Program: **HMH SOCIAL STUDIES GLOBAL GEOGRAPHY**

Grade Range of Textbook Series/Instructional Program 9-12 Specific Grade/Course Evaluated: Intro to Geography

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.	3	This is more of an Advanced Geography book.
	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.	3	Chapters 1-4 covered most of the standards.
	1c) Instructional materials reflect and incorporate the content of the <i>MS CCRS for the Social Studies</i>	3	The remaining chapters cover specific regions that the

			teacher could use to cover the remaining standards.
	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.	3	I did not see primary sources.
<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	For a year long course
	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 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	
<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>	82	

## 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><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> </ul>		

	<ul style="list-style-type: none"> <li>● Technical support for the use of multi-media, equipment and technology resources.</li> </ul>		
	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 <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
<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.		
	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>			
<b>TOTAL SCORE (PART 1 and 2)</b>		82	



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

Evaluator 9

Rating Committee: Social Studies 9-12

Publisher: HMH

Title of Textbook Series/Instructional Program: **HMH SOCIAL STUDIES GLOBAL GEOGRAPHY**

Grade Range of Textbook Series/Instructional Program 9-12 Specific Grade/Course Evaluated: Intro to Geography

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	Instructional materials are certainly present throughout this version. HMH has proven to be

			very effective at student mastery.
	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	Lots of sidebar options for students to inquire deeper into their content knowledge.
	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	5	Primary sources contained in the online version of the text. Many examples present.
<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	Obviously aligned to the standards and organized in a clear and convincing fashion.
	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	Both formative and summative assessments available via text and online resources. Students will have several versions to choose from to fit their individual needs.
	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	

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>X 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	Students with special needs, ELL, or other will benefit from this selection. The TE has many options to help with students of varying ability levels.
	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>(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	Teachers will be very pleased with this title. The amount of material available at the fingertips is critical for teachers in today’s society. Also, this book does a good job of preparing those students/teachers who do not have internet access.
	<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</p>	5	

	addressing comment student difficulties to meet standards, etc.).		
	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	
	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.	3	Footnotes are not present unless you are referencing the margins of the chapter pages.
	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	Definitely checks each of these boxes.
<b>TOTAL SCORE (PART 2)</b>		48	
<b>TOTAL SCORE (PART 1 and 2)</b>		138	This textbook, like other HMH titles I've reviewed hits every category with abundance. Teachers and students alike will benefit from the wealth of resources available in this series. I have been very impressed with this collection.