

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

Evaluator 1 \_\_\_\_\_

Rating Committee: Social Studies 9-12 \_\_\_\_\_

Publisher: McGraw-Hill (MHE) \_\_\_\_\_

Title of Textbook Series/Instructional Program: United States Government: Our Democracy, Student Edition ISBN# 9780076681136

Grade Range of Textbook Series/Instructional Program 9-12 \_\_\_\_\_ Specific Grade/Course Evaluated: Government \_\_\_\_\_

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of the material provides structure concerning what students should learn each year and allows teachers to convey the historical content efficiently and effectively.	5	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, service-learning projects, research projects, certificates, and performance-based tasks.	5	
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 checked="" type="checkbox"/> YES <input type="checkbox"/> NO	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	
	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	
	4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade levels below and to assist in accelerating students' skills to grade level.	5	
	4d) Materials must address the needs of students who are at or above grade level.	5	

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(5) <b>SCAFFOLDING AND SUPPORT</b> Instructional planning and support information and materials specially designed for use by teachers in implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><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.).	5	
	5c) Instructional materials are accessible to students including <ul style="list-style-type: none"> <li>• Varied learning ability/disabilities;</li> <li>• Special needs (e.g., auditory, visual, physical, speech, emotional);</li> <li>• English language proficiency;</li> <li>• Cultural differences;</li> <li>• Different learning styles; and</li> <li>• Gender.</li> </ul>	5	
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p><b>(6) USABILITY</b> Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</p> <p><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	Textbook does not have MS standards posted with each unit/lesson
	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>		47	
<b>TOTAL SCORE (PART 1 and 2)</b>		138	

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

Evaluator 5

Rating Committee: Social Studies 9-12

Publisher: McGraw-Hill (MHE)

Title of Textbook Series/Instructional Program: United States Government: Our Democracy, Student Edition

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

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	Current photographs, the website to

			the company is presented on every page, “Study Guide” provides more instruction for missed questions.
	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	3	The primary sources may be difficult for students in 9th and 10th grade
<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.	3	Only provides a Spanish glossary.
	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	The lesson review ask questions to provide examples of a word or to identify “negative connotations” but students



			would have to know what the definition of connotation is in order to accurately answer the question.
<p>(3) <b>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	"Need Extra Help?" in the assessments is a self-grading rubric for students which is essential to understand as well as correct their mistakes.
	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	Each lesson opens with an essential question which could encourage class discussion.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p><b>(4) Universal Access</b> Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level.</p> <p><input type="checkbox"/> YES            <input type="checkbox"/> NO</p>	<p>4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.</p>	<p>5*</p>	<p>It is a guide for teachers, but educators would have to do more work in order to explain the terminology to their class.</p>
	<p>4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.</p>	<p>5</p>	<p>Discusses voting-turn out and the eroding of Section 5 of the Voting Rights Act of 1965</p>
	<p>4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade levels below and to assist in accelerating students' skills to grade level.</p>	<p>3</p>	<p>Although, the textbook is on grade-level for the state of Mississippi it would be difficult for students two</p>

			grades below to grasp the content.
	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**

<b>CRITERIA</b>	<b>INDICATORS OF SUPERIOR QUALITY</b>	<b>RATING 5, 3, 0</b>	<b>COMMENTS WITH EXAMPLES</b>
<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> </ul>		

	<ul style="list-style-type: none"> <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.).		
	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
<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>		82	

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

Evaluator 6

Rating Committee: Social Studies 9-12

Publisher: McGraw-Hill (MHE)

Title of Textbook Series/Instructional Program: United States Government: Our Democracy, Student Edition

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

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 type="checkbox"/> YES <input type="checkbox"/> NO	1a) The majority of the <i>MS CCRS for the Social Studies</i> are incorporated, to the full depth of the standards.	5	
	1b) Instructional materials support instruction designed to ensure that students master all <i>MS CCRS for the Social Studies</i> for the intended grade level.	5	
	1c) Instructional materials reflect and incorporate the content of the <i>MS CCRS for the Social Studies</i>	5	
	1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.	5	

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

	service-learning projects, research projects, certificates, and performance-based tasks.		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p><b>(4) Universal Access</b> Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level.</p> <p><input type="checkbox"/> YES      <input type="checkbox"/> NO</p>	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	
	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	
	4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade levels below and to assist in accelerating students' skills to grade level.	3	
	4d) Materials must address the needs of students who are at or above grade level.	5	
<b>TOTAL SCORE (PART 1)</b>	<b>If this resource does not score 90 points on Section One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.</b>	86	



**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 8

Rating Committee: Social Studies 9-12

Publisher: McGraw-Hill (MHE)

Title of Textbook Series/Instructional Program: United States Government: Our Democracy, Student Edition

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

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

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

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

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

**Section 2: Instructional Planning and Support**

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

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



<b>TOTAL SCORE (PART 1 and 2)</b>		140	
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Instructional Materials Evaluation for Alignment: Guidelines for Textbook  
 Subject: Social Studies K-12

Evaluator \_\_\_\_\_ 9 \_\_\_\_\_

Rating Committee: Social Studies 9-12 \_\_\_\_\_

Publisher: McGraw-Hill (MHE) \_\_\_\_\_

Title of Textbook Series/Instructional Program: United States Government: Our Democracy, Student Edition

Grade Range of Textbook Series/Instructional Program 9-12 \_\_\_\_\_ Specific Grade/Course Evaluated:  
Government \_\_\_\_\_

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	The questioning in this textbook is quite impressive. It contains questions at the end of each section, at the end of each chapter, and also throughout text. The study guides and graphic organizers also promote inquiry.
	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	5	Textbook contained a veritable plethora of primary sources for student/teacher use. Quite impressive list.
<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	5	

	skills described in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .		
	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	Students can access this work via several methods making universal access easy.
	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	Excellent list of assessments, available both via the book as well as the online resources.
	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	Many options available that are also easily adaptable.
	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	Rubrics available online.

	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	Many options available here also. I really like the use of analyzing primary sources at the end of chapters as well as the DBQ option. This is something we are doing more of across the curriculums of other classes.
<b>CRITERIA</b>	<b>INDICATORS OF SUPERIOR QUALITY</b>	<b>RATING</b> <b>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	Great resources here as well as Spanish translation versions online.
	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><b>(5) SCAFFOLDING AND SUPPORT</b> Instructional planning and support information and materials specially designed for use by teachers in implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p>X YES                      <input type="checkbox"/> NO</p>	<p>5a) There are separate <b>teacher support</b> materials to assist teachers:</p> <ul style="list-style-type: none"> <li>● Organize and sequence effective learning experiences for students;</li> <li>● Utilize instructional materials to develop a variety of effective teaching strategies for student learning;</li> <li>● Utilize teacher’s use of social studies and inquiry; and</li> <li>● Incorporate reading and writing into lessons where appropriate.</li> </ul> <p>These instructional support documents support the work teachers do by providing:</p> <ul style="list-style-type: none"> <li>● Pertinent content background information;</li> <li>● Examples of student misconceptions;</li> <li>● Resources to assist and enhance instruction (electronic, web-based, software, etc.)</li> </ul>	5	Teachers will love the many options this book provides. The online and text versions offer many resources to make lesson planning, assessment, etc easy and meaningful.

	<ul style="list-style-type: none"> <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	
	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	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	I really like the historical documents section at the end of the book.

	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	Supplemental materials some of the best I've seen during this process.
<b>TOTAL SCORE (PART 2)</b>		50	
<b>TOTAL SCORE (PART 1 and 2)</b>		140	This textbook meets every need for teachers and students and then some. The resources alone are worthy of adoption and the online suite of extra "stuff" makes this one of the best books I have seen. I would propose that if the government



			version of this book is this good, the rest of the series for social studies must be just as good. Really, really well done textbook resource.
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