

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

Evaluator 1

Rating Committee: Social Studies 6-8

Publisher: Houghton Mifflin Harcourt (HMH)

Title of Textbook Series/Instructional Program: HMH ANCIENT CIVILIZATIONS, SOCIAL STUDIES WORLD GEOGRAPHY, UNITED STATES HISTORY: BEGINNING TO 1877

Grade Range of Textbook Series/Instructional Program 6-8 Specific Grade Evaluated 6-8

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) ALIGNMENT AND ACCURACY Materials adequately address the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.</i> <input type="checkbox"/> YES <input checked="" 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	Does not contain any materials for eighth grade Mississippi Studies.
	1b) Instructional materials support instruction designed to ensure that students master all <i>MS CCRS for the Social Studies</i> for the intended grade level.	3	Does not contain any materials for eighth grade

			Mississippi Studies.
	1c) Instructional materials reflect and incorporate the content of the <i>MS CCRS for the Social Studies</i>	3	Does not contain any materials for eighth grade Mississippi Studies.
	1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.	5	Common misconceptions are laid out in the TE.
	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	5	Numerous primary texts are included online such as journals, letters, speeches, etc...
<p>(2) Program Organization 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> <p>Note: The materials that were provided do meet these standards. However, I can't assess the materials for MS Studies because none were provided.</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	Teacher presentations are included.
	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	The materials that are provided do meet this standard.
	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	The Guided Reading Workbook would be an asset for reading,

			vocabulary, and language skills.
	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>(3) Assessment 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	Variety of assessment tools provided in print and online.
	3b) Materials address the necessity of using historical evidence to support critical thinking ideas.	5	The “Focus on Important People,” throughout the materials, would help in this area.
	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	Variety of rubrics provided online and in print.
	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>(4) Universal Access 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	Includes "Connect to Today," which provides opportunities for teachers/students to analyze real world experiences with the lessons.
	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	Many various options for advanced-gifted and struggling students listed

			for each lesson.
	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.	84	Does not meet the required score of 90.

Section 2: Instructional Planning and Support

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

	<ul style="list-style-type: none"> • Materials and equipment needed along with maintenance and safe use. • Technical support for the use of multi-media, equipment and technology resources. 		
	5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).		
	5c) Instructional materials are accessible to students including <ul style="list-style-type: none"> • Varied learning ability/disabilities; • Special needs (e.g., auditory, visual, physical, speech, emotional); • English language proficiency; • Cultural differences; • Different learning styles; and • Gender. 		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</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 viable for a school year.		
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.		
	6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate .		

	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.		
	6f) All supplemental materials are aligned to the text content with a clear match to content.		
	6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic organizers, etc.).		
TOTAL SCORE (PART 2)			
TOTAL SCORE (PART 1 and 2)		84	

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

Evaluator 2

Rating Committee: Social Studies 6-8

Publisher: Houghton Mifflin Harcourt (HMH)

Title of Textbook Series/Instructional Program: HMH ANCIENT CIVILIZATIONS, SOCIAL STUDIES WORLD GEOGRAPHY, UNITED STATES HISTORY: BEGINNING TO 1877

Grade Range of Textbook Series/Instructional Program 6-8 Specific Grade Evaluated Grade 7

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) ALIGNMENT AND ACCURACY 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	At least 90% of materials align with the state standards. Benchmarks or objectives are related to MS CCRS Social Studies 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	At least 90% materials meet this criteria. Many resources to support instruction.
	1c) Instructional materials reflect and incorporate the content of the <i>MS CCRS for the Social Studies</i>	5	At least 90% materials meet this criteria. For

			example, Module 4 discuss the Egyptian Civilization, this covers WH.7.1 from MS CCRS standards.
	1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.	5	At least 90% of material meet criteria. Materials have compare and contrast, draw conclusions, make inferences which are found throughout text.
	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	5	At least 90% of materials meet this criteria. There are primary sources found throughout text and can find more on Historyonline.
<p>(2) Program Organization 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	At least 90% of materials meet this criteria. Topics and events line up with MS CCRS Standards. Found throughout materials.
	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	At least 90% meet this criteria. Materials are consistent and logically organized. For example, content is organized into modules and lessons. Each lesson start with an Essential Question.
	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	Materials meet at least 90%. There are various strategies like in Module 2: The Stone Age Tiered

			Activity allow students to work in small groups according to their levels to complete activity.
	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	At least 90% of materials meet this criteria. Vocabulary strategies are found throughout text and online. .
<p>(3) Assessment 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	At least 90% meet criteria. Materials have various assessment tool. For example, HMH offers online assessment where students are able to self-test and get instant feedback.
	3b) Materials address the necessity of using historical evidence to support critical thinking ideas.	5	At least 90% meet criteria. Materials have plenty of primary and secondary sources with questions that build critical thinking ideas.
	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	At least 90% meet criteria. Materials use plenty of assessment to measure progress. For example, each module has reading check questions, a review of the lesson, an assessment at the end consisting of a variety of questions including multiple-choice and constructed response.

	<p>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.</p>	5	<p>90% Materials include aligned rubrics and guidelines that help provide guidance in interpreting student performance. These rubrics are located in the teacher edition and other resources provided to teachers. In addition, students are able to check their answers in each of the document based questions that occur throughout the modules. This allows students to see if they are interpreting the source correctly.</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	<p>At least 90% meet criteria Materials exercise students writing skills through Document Based Investigations, Essential Questions Writing Tasks, Reading checks and other writing prompts. Also under some collaborative learning activities students are asked to create a report and present or write an Editorial and then present.</p>
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES

<p>(4) Universal Access 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>	5	<p>At least 90% meet criteria. Teacher edition has a variety of activities that a teacher could use or expand on. Materials guide teachers to cover content exactly how they want.</p>
	<p>4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.</p>	5	<p>At least 90% meet criteria. Materials do have engaging context, Materials have collaborative activities and projects to exercise real world skills and provide memorable ways to acquire understanding of the content.</p>
	<p>4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade levels below and to assist in accelerating students' skills to grade level.</p>	5	<p>At least 90% meet this criteria. Materials provide differentiated instruction, strategies, activities and assessments design to help students. This is found throughout teacher edition and supplemental resources.</p>
	<p>4d) Materials must address the needs of students who are at or above grade level.</p>	5	<p>At least 90% meet this criteria. Materials provide differentiated instructions, Multisensory strategies and activities that engage students through visual, auditory, kinesthetic and technological methods. For example, Module 1</p>

			Lesson 3 the Tiered Activity “Imagine Scarcity and Choice” activities are based on three levels: Below Level, At Level, Above Level - using Alternative Assessment
TOTAL SCORE (PART 1)	If this resource does not score 90 points on Section One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the “TOTAL SCORE” field.	90%	

Section 2: Instructional Planning and Support

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(5) SCAFFOLDING AND SUPPORT Instructional planning and support information and materials specially designed for use by teachers in implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>5a) There are separate teacher support materials to assist teachers:</p> <ul style="list-style-type: none"> ● Organize and sequence effective learning experiences for students; ● Utilize instructional materials to develop a variety of effective teaching strategies for student learning; ● Utilize teacher’s use of social studies and inquiry; and ● Incorporate reading and writing into lessons where appropriate. <p>These instructional support documents support the work teachers do by providing:</p> <ul style="list-style-type: none"> ● Pertinent content background information; ● Examples of student misconceptions; ● Resources to assist and enhance instruction (electronic, web-based, software, etc.) ● Materials and equipment needed along with maintenance and safe use. 	5	At least 90% meet this criteria. Textbook provides activities and suggested strategies to guide teacher on scaffolding. Also each chapter provides plenty of guidance and support to help students become more independent learners and thinkers.

	<ul style="list-style-type: none"> • Technical support for the use of multi-media, equipment and technology resources. 		
	5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).	5	At least 90% meet this criteria. Instructional materials. Each lesson has differentiated instruction activities along with whole group activities (close/reflect) or Explore (collaborative exploration).
	5c) Instructional materials are accessible to students including <ul style="list-style-type: none"> • Varied learning ability/disabilities; • Special needs (e.g., auditory, visual, physical, speech, emotional); • English language proficiency; • Cultural differences; • Different learning styles; and • Gender. 	5	At least 90% meet this criteria. This criteria is found throughout instructional materials. Examples: enrichment activities, Differentiated learning, ReadAloud
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods. <input type="checkbox"/> YES <input type="checkbox"/> NO	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.	5	100% of textbook clearly states objective for each lesson using listed features.
	6b) The total amount of content is viable for a school year.	5	100% meet this criteria. Text provide enough content to last a school year. Pacing guide allows teacher to maximize instruction.

	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.	5	At least 90% meet this criteria. Glossary has good font, images and graphics are colorful.
	6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate .	5	At least 90% Textbook is grade/level appropriate has a variety of reading strategies.. Guided reading worksheets are provided along with graphic organizers. Tiered Activity provide teacher to work with students at different reading levels.
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.	5	100% evidence - Textbook has sufficient evidence - plenty of practice activities are assignments - these are found throughout textbook and online.
	6f) All supplemental materials are aligned to the text content with a clear match to content.	5	100% of supplemental materials are aligned to text. Teachers are able to locate materials in the beginning of chapter for guidance.
	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	100% of supplemental materials provide a variety of resources - this is found throughout the textbook (each chapters) and online.

TOTAL SCORE (PART 2)		95%	
TOTAL SCORE (PART 1 and 2)		93%	Yes I would recommend this textbook.

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

Evaluator 2_____

Rating Committee: Social Studies 6-8_____

Publisher: Houghton Mifflin Harcourt (HMH)_____

Title of Textbook Series/Instructional Program: **HMH ANCIENT CIVILIZATIONS, SOCIAL STUDIES WORLD GEOGRAPHY, UNITED STATES HISTORY: BEGINNING TO 1877**

Grade Range of Textbook Series/Instructional Program 6-8_____ Specific Grade Evaluated **6th**

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
(2) ALIGNMENT AND ACCURACY 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	At least 90% of materials align with the state standards. Benchmarks or objectives are related to MS CCRS Social Studies 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	At least 90% materials meet this criteria. Many resources are found throughout text to support instruction with MS CCRS standards.
	1c) Instructional materials reflect and incorporate the content of the <i>MS CCRS for the Social Studies</i>	5	At least 90% materials meet this criteria. MS CCRS are not listed in text but standards are reflected and incorporated throughout text.
	1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.	5	At least 90% of material meet criteria. Materials have compare and contrast, draw conclusions, make inferences which are found throughout text.
	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	5	At least 90% of materials meet this criteria. There are primary sources found throughout text and can find more on Historyonline.
(2) Program Organization Materials adequately address the sequence and organization of the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> . <input 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	At least 90% of materials meet this criteria. Found throughout materials / textbook. Each chapter allow the student to control their learning and go at the pace they need to.
	2b) The content is well-organized and presented in a manner consistent with providing all students an	5	At least 90% meet this criteria. Materials are

	<p>opportunity to achieve the essential knowledge and skills described in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p>		<p>consistent and logically organized. For example, content is organized into modules and lessons. Each lesson start with an Essential Question.</p>
	<p>2c) Each unit presents strategies for universal access, including ways in which to improve the vocabulary, reading and language skills of English learners in the content of history – social science.</p>	5	<p>Materials meet at least 90%. There are various strategies for English Language Learners, Identify Points of View. These are found throughout the text and online. .</p>
	<p>2d) The materials support the development of academic vocabulary for all students and provide instruction and opportunities for student practice and application in key vocabulary.</p>	5	<p>At least 90% of materials meet this criteria. Vocabulary strategies are found throughout text and online.</p>
<p>(3) Assessment Tools and strategies measure what students know and are able to do.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>3a) Assessment tools should reflect what students know and are able to do.</p>	5	<p>At least 90% meet criteria. Materials have various assessment tool. For example, HMH offers online assessment where students are able to self-test and get instant feedback.</p>
	<p>3b) Materials address the necessity of using historical evidence to support critical thinking ideas.</p>	5	<p>At least 90% meet criteria. Text has plenty of primary and secondary sources with questions to help build critical thinking ideas. This found throughout text and has online</p>

			activities using historical evidence. .
	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	At least 90% meet criteria Materials exercise students writing skills through Document Based Investigations, Essential Questions Writing Tasks, Reading checks and other writing prompts. Also under some collaborative learning activities students are asked to create a report and present or write an Editorial and then present.
	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	90% Materials include aligned rubrics and guidelines that help provide guidance in interpreting student performance. These rubrics are located in the teacher edition and other resources provided to teachers.
	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	At least 90% meet criteria Materials exercise students writing skills through Document Based Investigations, Essential Questions Writing Tasks, Reading

			checks and other writing prompts.
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(4) Universal Access 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	At least 90% meet criteria. Materials provide guidance and support to developmental differences and various learning styles.
	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	At least 90% meet criteria. Materials have engaging context such as collaborative activities and projects to exercise real world skills and provide memorable ways to acquire understanding of the content.
	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	At least 90% meet this criteria. Materials provide differentiated instruction, strategies, activities and assessments design to help students. This is found throughout teacher edition and online resources.
	4d) Materials must address the needs of students who are at or above grade level.	5	At least 90% meet criteria. Materials provide various

			strategies to support learning needs. For example, Lesson - level assessments provide students with the option to pause, review instructional material and then return to the assessment if he or she misses a question. This provides personalized intervention.
TOTAL SCORE (PART 1)	If this resource does not score 90 points on Section One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.	90%	

Section 2: Instructional Planning and Support

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(5) SCAFFOLDING AND SUPPORT Instructional planning and support information and materials specially designed for use by teachers in implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>5a) There are separate teacher support materials to assist teachers:</p> <ul style="list-style-type: none"> ● Organize and sequence effective learning experiences for students; ● Utilize instructional materials to develop a variety of effective teaching strategies for student learning; ● Utilize teacher’s use of social studies and inquiry; and ● Incorporate reading and writing into lessons where appropriate. <p>These instructional support documents support the work teachers do by providing:</p> <ul style="list-style-type: none"> ● Pertinent content background information; ● Examples of student misconceptions; ● Resources to assist and enhance instruction (electronic, web-based, software, etc.) 	5	At least 90% meet this criteria. Textbook provides activities and suggested strategies to guide teacher on scaffolding. Also each chapter provides plenty of guidance and support to help students become more independent learners and thinkers.

	<ul style="list-style-type: none"> ● Materials and equipment needed along with maintenance and safe use. ● Technical support for the use of multi-media, equipment and technology resources. 		
	5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).	5	At least 90% meet this criteria. Instructional materials. Each lesson has differentiated instruction activities along with whole group activities (close/reflect) or Explore (collaborative exploration) and Tiered Activities.
	5c) Instructional materials are accessible to students including <ul style="list-style-type: none"> ● Varied learning ability/disabilities; ● Special needs (e.g., auditory, visual, physical, speech, emotional); ● English language proficiency; ● Cultural differences; ● Different learning styles; and ● Gender. 	5	At least 90% meet this criteria. This criteria is found throughout instructional materials. Materials are very accessible and interactive. Examples: enrichment activities, Differentiated learning, ReadAloud
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods. <input type="checkbox"/> YES <input type="checkbox"/> NO	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.	5	100% of textbook clearly states objective for each lesson using listed features. Images and graphics are colorful and interactive.
	6b) The total amount of content is viable for a school year.	5	At least 90% meet criteria. Chapters and sections are on pace with content for a school year.

	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.	5	At least 90% meet this criteria. Glossary has good font with both English and Spanish version, images and graphics are colorful.
	6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate .	5	At least 90% Textbook is grade/level appropriate has a variety of reading strategies.. Guided reading worksheets are provided along with graphic organizers. Tiered Activity provide teacher to work with students at different reading levels
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.	5	100% evidence - Textbook has sufficient evidence - plenty of practice activities are assignments - these are found throughout textbook and online.
	6f) All supplemental materials are aligned to the text content with a clear match to content.	5	100% of supplemental materials are aligned to text. Teachers are able to locate materials in the beginning of chapter in lesson planners.
	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	100% of supplemental materials provide a variety of resources - this is found throughout the textbook (each chapters) and online.

TOTAL SCORE (PART 2)		94%	
TOTAL SCORE (PART 1 and 2)		92%	Yes, I would recommend this textbook.

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

Evaluator 2

Rating Committee: Social Studies 6-8

Publisher: Houghton Mifflin Harcourt (HMH)

Title of Textbook Series/Instructional Program: **HMH ANCIENT CIVILIZATIONS, SOCIAL STUDIES WORLD GEOGRAPHY, UNITED STATES HISTORY: BEGINNING TO 1877**

Grade Range of Textbook Series/Instructional Program 6-8 Specific Grade Evaluated **8th**

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
(3) ALIGNMENT AND ACCURACY Materials adequately address the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.</i>	1a) The majority of the <i>MS CCRS for the Social Studies</i> are incorporated, to the full depth of the standards.	5	At least 90% of materials align with the state standards. Benchmarks or objectives are related to

<input type="checkbox"/> YES <input type="checkbox"/> NO			MS CCRS Social Studies 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	At least 90% materials meet this criteria. Many resources to support instruction. For example,
	1c) Instructional materials reflect and incorporate the content of the <i>MS CCRS for the Social Studies</i>	5	At least 90% meet this criteria. MS CCRS standards are not listed in materials but content does reflect and incorporate MS CCRS standards. This is found throughout textbook and online.
	1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.	5	At least 90% meet this criteria. Instructional materials provide questions and tasks to encourage the development and application of higher-level thinking skills. This is found in each module in the text. Online interactive maps also provide questions to encourage inquiry.
	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	5	At least 90% of materials meet this criteria. There are primary sources found throughout text and can find more on Historyonline.
(2) Program Organization	2a) Sequential organization of the material provides structure concerning what students should learn each year	5	At least 90% of materials meet this criteria. Topics

<p>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>	<p>and allows teachers to convey the historical content efficiently and effectively.</p>		<p>and events line up with MS CCRS Standards. This is found throughout textbook and online.</p>
	<p>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>.</p>	5	<p>At least 90% meet this criteria. Materials are consistent and logically organized. For example, content is organized into modules and lessons. Each lesson start with an Essential Question.</p>
	<p>2c) Each unit presents strategies for universal access, including ways in which to improve the vocabulary, reading and language skills of English learners in the content of history – social science.</p>	5	<p>Materials meet at least 90%. There are various strategies like in Module 1: Struggling Readers Activity. allow students to create projects using historical evidence.</p>
	<p>2d) The materials support the development of academic vocabulary for all students and provide instruction and opportunities for student practice and application in key vocabulary.</p>	5	<p>At least 90% of materials meet this criteria. Vocabulary strategies are found throughout text and online.</p>
<p>(3) Assessment Tools and strategies measure what students know and are able to do.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>3a) Assessment tools should reflect what students know and are able to do.</p>	5	<p>At least 90% meet criteria. Materials have various assessment tool. For example, HMH offers online assessment where students are able to self-test and get instant feedback.</p>
	<p>3b) Materials address the necessity of using historical evidence to support critical thinking ideas.</p>	5	<p>At least 90% meet criteria. Materials have plenty of primary and secondary sources which</p>

			have questions and task to support critical thinking ideas. This can be found throughout text.
	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	100% evidence - Textbook provides formative and summative assessment tools. Textbook provides adequate tools in print and online. Both are geared toward mastering MS CCRS content. For example, students are able to conduct self-check quizzes online and each lesson provides a close & relect activity.
	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	100% evidence - These rubrics are located in the teacher edition and other resources provided to teachers. In addition, students are able to check their answers in each of the document based questions that occur throughout the modules. .
	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	At least 90% meet criteria Materials exercise students writing skills through Document Based Investigations, Essential Questions Writing Tasks,

			Reading checks and other writing prompts. Also under some collaborative learning activities students are asked to create a report and present or write an Editorial and then present.
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(4) Universal Access 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	At least 90% meet criteria. Teacher edition has a variety of activities that a teacher could use or expand on. Materials guide teachers to cover content exactly how they want.
	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	At least 90% meet this criteria. Instructional materials are related to real world experiences and situations. For example, each chapter begins with a “If You Were There” feature gives students a decision based scenario - providing real world experiences.
	4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and	5	At least 90% meet this criteria. Materials provide

	speaking skills fall up to two grade levels below and to assist in accelerating students' skills to grade level.		differentiated instruction, strategies, activities and assessments design to help students. This is found throughout teacher edition and supplemental resources.
	4d) Materials must address the needs of students who are at or above grade level.	5	At least 90% meet this criteria. Materials provide differentiated instructions, Multisensory strategies and activities that engage students through visual, auditory, kinesthetic and technological methods. For example, Module 3 Lesson 1 Advanced / Gifted Activity "Analyze Decision-Making in the Southern Colonies" allows students to collaborate, compare and contrast and then write a short summary.
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.	91%	

Section 2: Instructional Planning and Support

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(5) SCAFFOLDING AND SUPPORT Instructional planning and support information and materials specially designed for use by teachers in implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>5a) There are separate teacher support materials to assist teachers:</p> <ul style="list-style-type: none"> ● Organize and sequence effective learning experiences for students; ● Utilize instructional materials to develop a variety of effective teaching strategies for student learning; ● Utilize teacher’s use of social studies and inquiry; and ● Incorporate reading and writing into lessons where appropriate. <p>These instructional support documents support the work teachers do by providing:</p> <ul style="list-style-type: none"> ● Pertinent content background information; ● Examples of student misconceptions; ● Resources to assist and enhance instruction (electronic, web-based, software, etc.) ● Materials and equipment needed along with maintenance and safe use. ● Technical support for the use of multi-media, equipment and technology resources. 	5	At least 90% meet this criteria. Textbook provides activities and suggested strategies to guide teacher on scaffolding. Also each chapter provides plenty of guidance and support to help students become more independent learners and thinkers. Ex: History videos, HMH current events articles
	<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	At least 90% meet this criteria. Instructional materials. Each lesson has differentiated instruction activities along with whole group activities (close/reflect) or Explore (collaborative exploration), Interactive Features, maps and games.
	<p>5c) Instructional materials are accessible to students including</p>	5	100% evidence -

	<ul style="list-style-type: none"> • Varied learning ability/disabilities; • Special needs (e.g., auditory, visual, physical, speech, emotional); • English language proficiency; • Cultural differences; • Different learning styles; and • Gender. 		<p>- Students will have to be taught how to use this material and all of its features. But once its learned, teachers and students will be able to navigate with ease.</p> <p>- Textbook is fair and not biased to gender and ethnicity.</p>
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</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	100% of textbook clearly state objectives for each lesson using listed features.
	6b) The total amount of content is viable for a school year.	5	100% meet this criteria. Text provide enough content to last a school year. Pacing guide allows teacher to maximize instruction.
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.	5	100% meet this criteria. Text glossary has a good font size which also includes a spanish version - other features found throughout text and online.
	6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate .	5	At least 90% meet criteria. The text is written for students at all learning levels. For students that are low-level readers, there is an option for the

			text to be read to them for each lesson.
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.	5	100% evidence - Textbook has sufficient evidence - plenty of practice activities are assignments - these are found throughout textbook and online.
	6f) All supplemental materials are aligned to the text content with a clear match to content.	5	100% of supplemental materials are aligned to text. Teachers are able to locate materials in the beginning of chapter.
	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	100% of supplemental materials provide a variety of resources - this is found throughout the textbook (each chapters) and online.
TOTAL SCORE (PART 2)		97%	
TOTAL SCORE (PART 1 and 2)		94%	Yes, I would recommend using this textbook.

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

Evaluator 3

Rating Committee: Social Studies 6-8

Publisher: Houghton Mifflin Harcourt (HMH)

Title of Textbook Series/Instructional Program: **HMH ANCIENT CIVILIZATIONS, SOCIAL STUDIES WORLD GEOGRAPHY, UNITED STATES HISTORY: BEGINNING TO 1877**

Grade Range of Textbook Series/Instructional Program 6-8 Specific Grade Evaluated _____

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) ALIGNMENT AND ACCURACY 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.	3	
	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	
	1c) Instructional materials reflect and incorporate the content of the <i>MS CCRS for the Social Studies</i>	3	
	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>(2) Program Organization 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>(3) Assessment 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 historical evidence 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.	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
(4) Universal Access 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.	76	

Section 2: Instructional Planning and Support

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(5) SCAFFOLDING AND SUPPORT Instructional planning and support information and materials specially designed for use by teachers in implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>5a) There are separate teacher support materials to assist teachers:</p> <ul style="list-style-type: none"> ● Organize and sequence effective learning experiences for students; ● Utilize instructional materials to develop a variety of effective teaching strategies for student learning; ● Utilize teacher’s use of social studies and inquiry; and ● Incorporate reading and writing into lessons where appropriate. <p>These instructional support documents support the work teachers do by providing:</p> <ul style="list-style-type: none"> ● Pertinent content background information; ● Examples of student misconceptions; ● Resources to assist and enhance instruction (electronic, web-based, software, etc.) ● Materials and equipment needed along with maintenance and safe use. ● Technical support for the use of multi-media, equipment and technology resources. 		
	<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"> ● Varied learning ability/disabilities; ● Special needs (e.g., auditory, visual, physical, speech, emotional); ● English language proficiency; ● Cultural differences; ● Different learning styles; and ● Gender. 		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</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 viable for a school year.		
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.		
	6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate .		
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.		
	6f) All supplemental materials are aligned to the text content with a clear match to content.		
	6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic organizers, etc.).		
TOTAL SCORE (PART 2)			

TOTAL SCORE (PART 1 and 2)		76	
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Instructional Materials Evaluation for Alignment: Guidelines for Textbook
 Subject: Social Studies K-12

Evaluator 4

Rating Committee: Social Studies 6-8

Publisher: Houghton Mifflin Harcourt (HMH)

Title of Textbook Series/Instructional Program: HMH ANCIENT CIVILIZATIONS, SOCIAL STUDIES WORLD GEOGRAPHY, UNITED STATES HISTORY: BEGINNING TO 1877

Grade Range of Textbook Series/Instructional Program 6-8 Specific Grade Evaluated

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) ALIGNMENT AND ACCURACY 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.		
	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.		
	1c) Instructional materials reflect and incorporate the content of the <i>MS CCRS for the Social Studies</i>		

	1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.		
	1e) Materials include sufficient use of primary sources appropriate to the age level of students.		
<p>(2) Program Organization 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.		
	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> .		
	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.		
	2d) The materials support the development of academic vocabulary for all students and provide instruction and opportunities for student practice and application in key vocabulary.		
<p>(3) Assessment 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.		
	3b) Materials address the necessity of using historical evidence to support critical thinking ideas.		
	3c) Formative and summative assessment tools should provide evidence of student’s progress toward mastering the content called for in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .		
	3d) Materials provide rubrics that are content-specific and provide an explanation of the use of the rubrics by teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence.		

	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.		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(4) Universal Access 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.		
	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.		
	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.		
	4d) Materials must address the needs of students who are at or above grade level.		

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.		
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Section 2: Instructional Planning and Support

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

	5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).		
	5c) Instructional materials are accessible to students including <ul style="list-style-type: none"> ● Varied learning ability/disabilities; ● Special needs (e.g., auditory, visual, physical, speech, emotional); ● English language proficiency; ● Cultural differences; ● Different learning styles; and ● Gender. 		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</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 viable for a school year.		
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.		
	6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate .		
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.		

	6f) All supplemental materials are aligned to the text content with a clear match to content.		
	6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic organizers, etc.).		
TOTAL SCORE (PART 2)			
TOTAL SCORE (PART 1 and 2)			

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

Evaluator 5

Rating Committee: Social Studies 6-8

Publisher: Houghton Mifflin Harcourt (HMH)

Title of Textbook Series/Instructional Program: HMH ANCIENT CIVILIZATIONS, SOCIAL STUDIES WORLD GEOGRAPHY, UNITED STATES HISTORY: BEGINNING TO 1877

Grade Range of Textbook Series/Instructional Program 6-8 Specific Grade Evaluated _____

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) ALIGNMENT AND ACCURACY 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.	5	Geography p. 96 is an example of how this series

			engages, since it shows young people doing a commonplace thing--eating a meal-- and students can identify with that, yet be drawn in to how different the cultures are.
	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	5	The images chosen are ideal for drawing in learners who are not as proficient at reading.
<p>(2) Program Organization 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	Mississippi Studies is not present.
	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	There are excellent integrated social studies skills
	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	p. 224 in the geography text gives a good example of how students can learn to

			understand lists. The material is chunked, uses graphic organizers, then has the student practice the skill.
	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>(3) Assessment 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 historical evidence 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
<p>(4) Universal Access 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	The texts use well-chosen images.
	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.		

Section 2: Instructional Planning and Support

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

	<ul style="list-style-type: none"> ● Cultural differences; ● Different learning styles; and ● Gender. 		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</p> <p>x <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 viable 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 grade/level appropriate .	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	
TOTAL SCORE (PART 2)		50	
TOTAL SCORE (PART 1 and 2)		140	

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

Evaluator 6

Rating Committee: Social Studies 6-8

Publisher: Houghton Mifflin Harcourt (HMH)

Title of Textbook Series/Instructional Program: HMH ANCIENT CIVILIZATIONS, SOCIAL STUDIES WORLD GEOGRAPHY, UNITED STATES HISTORY: BEGINNING TO 1877

Grade Range of Textbook Series/Instructional Program 6-8 Specific Grade Evaluated 6-8

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) ALIGNMENT AND ACCURACY 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.	0	
<p>(2) Program Organization 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> .	3	
	2c) Each unit presents strategies for universal access, including ways in which to improve the vocabulary, reading and language skills of English learners in the content of history – social science.	3	
	2d) The materials support the development of academic vocabulary for all students and provide instruction and opportunities for student practice and application in key vocabulary.	3	
<p>(3) Assessment 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.	3	
	3b) Materials address the necessity of using historical evidence 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> .	3	
	3d) Materials provide rubrics that are content-specific and provide an explanation of the use of the rubrics by teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence.	3	

	3e) Assessment tools include multiple measures of student performance, such as selected response, short answer, essay, oral presentation, debates and speeches, service-learning projects, research projects, certificates, and performance-based tasks.	3	
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(4) Universal Access Instructional materials that are understandable to all students, including students eligible for special 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.	3	
	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.	3	
	4d) Materials must address the needs of students who are at or above grade level.	3	

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.	61	
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Section 2: Instructional Planning and Support

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

	5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).		
	5c) Instructional materials are accessible to students including <ul style="list-style-type: none"> • Varied learning ability/disabilities; • Special needs (e.g., auditory, visual, physical, speech, emotional); • English language proficiency; • Cultural differences; • Different learning styles; and • Gender. 		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</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 viable for a school year.		
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.		
	6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate .		
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.		

	6f) All supplemental materials are aligned to the text content with a clear match to content.		
	6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic organizers, etc.).		
TOTAL SCORE (PART 2)			
TOTAL SCORE (PART 1 and 2)		61	

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

Evaluator 8

Rating Committee: Social Studies 6-8

Publisher: Houghton Mifflin Harcourt (HMH)

Title of Textbook Series/Instructional Program: **HMH ANCIENT CIVILIZATIONS, SOCIAL STUDIES WORLD GEOGRAPHY, UNITED STATES HISTORY: BEGINNING TO 1877**

Grade Range of Textbook Series/Instructional Program 6-8 Specific Grade Evaluated 8

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) ALIGNMENT AND ACCURACY 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>(2) Program Organization 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	
	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>(3) Assessment 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 historical evidence 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	Clear rubrics, examples of how to alternate activities

	3e) Assessment tools include multiple measures of student performance, such as selected response, short answer, essay, oral presentation, debates and speeches, service-learning projects, research projects, certificates, and performance-based tasks.	5	
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(4) Universal Access Instructional materials that are understandable to all students, including students eligible for special 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) SCAFFOLDING AND SUPPORT Instructional planning and support information and materials specially designed for use by teachers in implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p>x YES <input type="checkbox"/> NO</p>	<p>5a) There are separate teacher support materials to assist teachers:</p> <ul style="list-style-type: none"> ● Organize and sequence effective learning experiences for students; ● Utilize instructional materials to develop a variety of effective teaching strategies for student learning; ● Utilize teacher’s use of social studies and inquiry; and ● Incorporate reading and writing into lessons where appropriate. <p>These instructional support documents support the work teachers do by providing:</p> <ul style="list-style-type: none"> ● Pertinent content background information; ● Examples of student misconceptions; ● Resources to assist and enhance instruction (electronic, web-based, software, etc.) ● Materials and equipment needed along with maintenance and safe use. ● Technical support for the use of multi-media, equipment and technology resources. 	5	

	5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).	5	
	5c) Instructional materials are accessible to students including <ul style="list-style-type: none"> • Varied learning ability/disabilities; • Special needs (e.g., auditory, visual, physical, speech, emotional); • English language proficiency; • Cultural differences; • Different learning styles; and • Gender. 	5	
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</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 viable 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 grade/level appropriate .	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.).		
TOTAL SCORE (PART 2)		50	
TOTAL SCORE (PART 1 and 2)		140	

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

Evaluator 9

Rating Committee: Social Studies 6-8

Publisher: Houghton Mifflin Harcourt (HMH)

Title of Textbook Series/Instructional Program: **HMH ANCIENT CIVILIZATIONS, SOCIAL STUDIES WORLD GEOGRAPHY, UNITED STATES HISTORY: BEGINNING TO 1877**

Grade Range of Textbook Series/Instructional Program 6-8 Specific Grade Evaluated 7

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) ALIGNMENT AND ACCURACY 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	
(2) Program Organization 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	
(3) Assessment Tools and strategies measure what students know and are able to do. <input type="checkbox"/> X 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 historical evidence 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) Universal Access 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	
	4d) Materials must address the needs of students who are at or above grade level.	5	
TOTAL SCORE (PART 1)	If this resource does not score 90 points on Section One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.	90	

Section 2: Instructional Planning and Support

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(5) SCAFFOLDING AND SUPPORT Instructional planning and support information and materials specially designed for use by teachers in implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input checked="" type="checkbox"/> X YES <input type="checkbox"/> NO</p>	<p>5a) There are separate teacher support materials to assist teachers:</p> <ul style="list-style-type: none"> ● Organize and sequence effective learning experiences for students; ● Utilize instructional materials to develop a variety of effective teaching strategies for student learning; ● Utilize teacher’s use of social studies and inquiry; and ● Incorporate reading and writing into lessons where appropriate. <p>These instructional support documents support the work teachers do by providing:</p> <ul style="list-style-type: none"> ● Pertinent content background information; ● Examples of student misconceptions; ● Resources to assist and enhance instruction (electronic, web-based, software, etc.) ● Materials and equipment needed along with maintenance and safe use. ● Technical support for the use of multi-media, equipment and technology resources. 	5	
	<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"> ● Varied learning ability/disabilities; ● Special needs (e.g., auditory, visual, physical, speech, emotional); ● English language proficiency; ● Cultural differences; ● Different learning styles; and ● Gender. 	5	
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</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.	5	
	6b) The total amount of content is viable 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 grade/level appropriate .	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	
TOTAL SCORE (PART 2)		50	

TOTAL SCORE (PART 1 and 2)		140	
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