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

Evaluator1	Rating Committee: _	Social Studies 6-8
Publisher: Pearson		
Title of Touthook Sories /Instructional Drograms MVWODLD CEACE	ADUV CHDVEV INTED	ACTIVE STUDENT EDITION DI HS 5 VE

Title of Textbook Series/Instructional Program: MYWORLD GEOGRAPHY SURVEY INTERACTIVE STUDENT EDITION PLUS 5-YEAR DIGITAL COURSEWARE, MYWORLD INTERACTIVE WORLD HISTORY SURVEY STUDENT EDITION PLUS 5-YEAR DIGITAL COURSEWARE; MYWORLD INTERACTIVE AMERICAN HISTORY BEGINNINGS TO 1877 STUDENT EDITION PLUS 5-YEAR DIGITAL COURSEWARE

Grade Range of Textbook Series/Instructional Program\_6-8\_\_\_\_\_ Specific Grade Evaluated 6-8

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH
		3, 3, 0	EXAMPLES
(1) ALIGNMENT AND ACCURACY Materials adequately address the Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.     YES  X  NO	1a) The majority of the MS CCRS for the Social Studies 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 MS CCRS for the Social Studies	3	Does not contain any materials for eighth grade

	1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.	5	Mississippi Studies.  Many active classroom strategies are provided in the front of the TE to help activate student learning.
	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	5	Quotes, excerpts from historical documents, and journal entries provide primary sources throughout the text.
(2) <b>Program Organization</b> Materials adequately address the sequence and organization of the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	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of the material provides structure concerning what students should learn each year and allows teachers to convey the historical content efficiently and effectively.	3	Does not contain any materials for eighth grade Mississippi Studies.
☐ YES X NO	<ul> <li>2b) The content is well-organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.</li> <li>2c) Each unit presents strategies for universal access, including ways in which to improve the vocabulary, reading</li> </ul>	5	The pacing guide in the front of the TE is a fabulous tool.
	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.	5	Active journal helps with practice of writing and applying vocabulary.
(3) <b>Assessment</b> Tools and strategies measure what students know and	3a) Assessment tools should reflect what students know and are able to do.	5	
are able to do.	3b) Materials address the necessity of using historical evidence to support critical thinking ideas.	5	
X YES   NO	3c) Formative and summative assessment tools should provide evidence of student's progress toward mastering the content called for in the Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.	5	
	3d) Materials provide rubrics that are content-specific and provide an explanation of the use of the rubrics by teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence.	5	Online rubrics
	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.    YES  X  NO	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	Pacing guide offers many ideas for quality instruction.
	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	Each lesson begins with a "Connect" activity to engage students.
	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	Additional support is offered for each lesson, but the layout and rigor of the text may still be too difficult for students TWO grade levels below.
	4d) Materials must address the needs of students who are at or above grade level.	5	Each lesson provides supplemental ideas for advanced students.
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.	80	Does not meet the required score of 90.

**Section 2: Instructional Planning and Support** 

CRITERIA	INDICATORS OF SUPERIOR QUALITY	<b>FATING</b> 5, 3, 0	COMMENTS WITH EXAMPLES
Instructional planning and support information and materials specially designed for use by teachers in implementing the Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.   YES   NO	<ul> <li>5a) There are separate teacher support materials to assist teachers: <ul> <li>Organize and sequence effective learning experiences for students;</li> <li>Utilize instructional materials to develop a variety of effective teaching strategies for student learning;</li> <li>Utilize teacher's use of social studies and inquiry; and</li> <li>Incorporate reading and writing into lessons where appropriate.</li> </ul> </li> <li>These instructional support documents support the work teachers do by providing: <ul> <li>Pertinent content background information;</li> <li>Examples of student misconceptions;</li> <li>Resources to assist and enhance instruction (electronic, web-based, software, etc.)</li> <li>Materials and equipment needed along with maintenance and safe use.</li> <li>Technical support for the use of multi-media, equipment and technology resources.</li> </ul> </li> <li>5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs</li> </ul>		
	at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options,		

	suggestions for addressing comment student difficulties to meet standards, etc.).  5c) Instructional materials are accessible to students including  • Varied learning ability/disabilities; • Special needs (e.g., auditory, visual, physical, speech, emotional); • English language proficiency; • Cultural differences; • Different learning styles; and • Gender.		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(6) USABILITY	6a) The text provides clearly stated objectives for each		
Materials are easy to use, promote	lesson. It uses text features (e.g., titles, headings,		
safety in the social studies classroom, and	subheadings, review questions, goals, objectives, space,		
are viable for implementation	print, grade appropriate type size, color) to enhance		
given the length of a school year.	readability.		
The information is organized logically	6b) The total amount of content is <b>viable</b> for a school year.		
and presented clearly using multiple	6c) The text incorporates a glossary, footnotes, recordings,		
methods.	pictures, and/or other features that aid students and		
	teachers in using the book effectively.		
☐ YES ☐ NO	6d) The text and supplemental materials employs a variety		
	of reading levels and is <b>grade/level appropriate</b> .		
	6e) The text and supplemental materials provides ample		
	materials that reinforce student learning through practice.		
	6f) All supplemental materials are aligned to the text		
	content with a clear match to content.		
	6g) Supplemental materials provide a variety of resources		
	for student learning activities (e.g., incorporating science		
	journals/writing, cooperative group work, graphic		
	organizers, etc.).		

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

Instructional Materials Evaluation for Alignment: Guid Subject: Social Studies K-12	delines for Textbook
Evaluator2	Rating Committee:Social Studies 6-8
Publisher: Pearson_	
<b>EDITION PLUS 5-YEAR DIGITAL COUR</b>	ORLD GEOGRAPHY SURVEY INTERACTIVE STUDENT RSEWARE, MYWORLD INTERACTIVE WORLD HISTORY SURVEY STUDENT WORLD INTERACTIVE AMERICAN HISTORY BEGINNINGS TO 1877 STUDENT  6-8 Specific Grade Evaluated 6th
Instructional materials/Textbooks must meet this requi	ATE EVIDENCE (meets 50 – 79%) = 3; NO EVIDENCE (meets less than 50%) = 0 rement in order to be rated on SECTION Two of this rubric. If this resource does not SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING	COMMENTS WITH
		5, 3, 0	EXAMPLES
(1) ALIGNMENT AND ACCURACY	1a) The majority of the MS CCRS for the Social Studies are	5	More than 90% meet
Materials adequately address the	incorporated, to the full depth of the standards.		criteria. The content
Mississippi College- and Career-Readiness			aligns with the state
Standards (MS CCRS) for the Social Studies.			standards and
			benchmarks for subject.
□ YES □ NO			MS CCRS standards are
			not written in text
			edition but the content
			is there

	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% meet criteria. MS CCRS standards are not listed but text content and instructional materials provides ensure. This is found throughout text and online.
	1c) Instructional materials reflect and incorporate the content of the MS CCRS for the Social Studies	5	At least 90% meet criteria. MS CCRS are reflected and incorporated in content, even though MS CCRS standards are not actually listed.
	1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.	5	At least 90% meet criteria. For instance, Essential Questions, Quest inquiry Activities encourage students to inquiry with either a question or problem.
	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	5	100% evidence - textbook is pretty much based on using primary or secondary sources. This is found throughout text and online. Sources are appropriate for age level.
(2) <b>Program Organization</b> Materials adequately address the sequence and organization of the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	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% meet criteria. MS CCRS standards are found throughout text and online. Standards are

☐ YES ☐ NO	2b) The content is well-organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.	5	not listed but Topics and content are in organized and sequenced. For example, content begins with the Introduction to Geography Topic 1 Lesson 1 and ends with Topic 14 Antarctica At least 90% meet criteria. Materials are consistent and logical organized.
	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	At least 90% of criteria is provided throughout each chapter and supplemental materials. Each lesson provides activities to practice vocabulary. Students are also able to take notes in their Active Journals as they read the lesson.
	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 have vocabulary practice. Each lesson has academic vocabulary with various learning strategies.
(3) <b>Assessment</b> Tools and strategies measure what students know and are able to do.	3a) Assessment tools should reflect what students know and are able to do.	5	At least 90% of materials reflect this criteria. Throughout

□ YES	□ NO			materials, various assessment tools are in place like chapter tests, sections quizzes which has multiple choice and constructed response to help measure knowledge.
		3b) Materials address the necessity of using historical evidence to support critical thinking ideas.	5	At least 90% of materials address this criteria. For example, Quest activity allow students to analyze, interpret and then write about lesson
		3c) Formative and summative assessment tools should provide evidence of student's progress toward mastering the content called for in the Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.	5	At least 90% of materials reflect this criteria. Various assessment tools are evident throughout materials. These assessment tools provide students to see their progress. For example, self-quizzes and reading checks give students opportunities to check learning.
		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	At least 90% of materials provide rubrics for each lesson. Rubrics are found online not in teacher's edition.

	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% of materials provide a variety of assessments accessible to teachers and students. For example, section quizzes for each lesson of each chapter as well as two different Chapter tests. Self-assessment opportunities are available at the end of every lesson and chapter.
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(4) Universal Access	4a) Instructional materials present comprehensive	5, 3, 0	At least 90% meet
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	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	criteria. Materials guide instruction - pacing at a glance. This serves as a guidance for lessons.
the class or grade level.     VES   NO	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 like NBC Learn Video or Quest Investigate allow students to engage in 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.	5	At least 90% meet criteria. Materials provide 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 various differentiated instructions providing different activities according to a level: Special Needs, Below Level and Advanced.
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	COMMENTS WITH
		5, 3, 0	EXAMPLES
(5) SCAFFOLDING AND SUPPORT	5a) There are separate <b>teacher support</b> materials to assist	5	At least 90% meet this
Instructional planning and support information and	teachers:		criteria. Textbook
materials specially designed for use by teachers in	<ul> <li>Organize and sequence effective learning</li> </ul>		provides activities and
implementing the Mississippi College- and	experiences for students;		suggested strategies to
Career-Readiness Standards (MS CCRS) for the Social	<ul> <li>Utilize instructional materials to develop a variety</li> </ul>		guide teacher on
Studies.	of effective teaching strategies for student		scaffolding. Also each
	learning;		chapter provides plenty
☐ YES ☐ NO	<ul> <li>Utilize teacher's use of social studies and inquiry;</li> </ul>		of guidance and
	and		support to help
	<ul> <li>Incorporate reading and writing into lessons where</li> </ul>		students become more
	appropriate.		independent learners
	These instructional support documents support the work		and thinkers. Additional
	teachers do by providing:		

	<ul> <li>Pertinent content background information;</li> <li>Examples of student misconceptions;</li> <li>Resources to assist and enhance instruction (electronic, web-based, software, etc.)</li> <li>Materials and equipment needed along with maintenance and safe use.</li> <li>Technical support for the use of multi-media, equipment and technology resources.</li> <li>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.).</li> <li>5c) Instructional materials are accessible to students including         <ul> <li>Varied learning ability/disabilities;</li> <li>Special needs (e.g., auditory, visual, physical, speech, emotional);</li> <li>English language proficiency;</li> <li>Cultural differences;</li> </ul> </li> </ul>	5	At least 90% meet criteria. Instructional materials have plenty of resources or activities to address this need. This is found in teacher edition and online. Pacing at a glance at the beginning of each chapter, Various alternative teaching approaches.  At least 90% of Instructional materials are accessible to students with various learning disabilities. For example, materials have many features
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CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES

(6) USABILITY	6a) The text provides clearly stated objectives for each	5	100% evidence - text
Materials are easy to use, promote	lesson. It uses text features (e.g., titles, headings,		clearly states objective
safety in the social studies classroom, and	subheadings, review questions, goals, objectives, space,		for each lesson - uses
are viable for implementation	print, grade appropriate type size, color) to enhance		text features like
given the length of a school year.	readability.		different colors to show
The information is organized logically	· ·		Titles from SubTitles or
and presented clearly using multiple			highlighted vocabulary.
methods.	6b) The total amount of content is <b>viable</b> for a school year.	5	100% evidence - the
			amount of content will
☐ YES ☐ NO			last the entire school
			year. Content and
			various activities will
			ensure this.
	6c) The text incorporates a glossary, footnotes, recordings,	5	100% evidence -
	pictures, and/or other features that aid students and		glossary has both
	teachers in using the book effectively.		English and Spanish
			versions - Images and
			graphics help support
			effectiveness.
	6d) The text and supplemental materials employs a variety	5	At least 90% Textbook
	of reading levels and is <b>grade/level appropriate</b> .		is grade/level
			appropriate and
			employs a variety of
			reading levels. Various
			reading activities are
			given at different
			reading levels. This is
			found throughout each
			chapter in text and
			online.
	6e) The text and supplemental materials provides ample	5	90% of text and
	materials that reinforce student learning through practice.		supplemental materials
			reinforce student
			learning. For example,
			reinforcement activities
			like active classroom &

	6f) All supplemental materials are aligned to the text content with a clear match to content.	5	practice vocabulary activities are found throughout text and online.  100% of supplemental materials are aligned to text - supplemental materials are based on the 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.).	5	the content.  100% of supplemental materials provide a variety of resources - this is found throughout the textbook (each chapters) and online.
TOTAL SCORE (PART 2)		95%	chapters, and online.
TOTAL SCORE (PART 1 and 2)		93%	Yes I would recommend textbook.

Instructional Materials Evaluation for Alignment: Guideling Subject: Social Studies K-12	es for Textbook	
Evaluator1	Rating Committee:So	ocial Studies 6-8
Publisher: Pearson		
Title of Textbook Series/Instructional Program: MYWORLD GOODIGITAL COURSEWARE, MYWORLD INTERACTION PLUS 5-YEAR DIGITAL COURSEWARE; MY EDITION PLUS 5-YEAR DIGITAL COURSEWARE  Grade Range of Textbook Series/Instructional Program_6-8_	IVE WORLD HISTORY S WORLD INTERACTIVE AMERIC	SURVEY STUDENT EDITION  CAN HISTORY BEGINNINGS TO 1877 STUDENT
Use the following Rubric to Rate each Criteria Indicator STRONG EVIDENCE (meets 80-100%) = 5; MODERATE E Instructional materials/Textbooks must meet this requireme score 90 points on SECTION One, DO NOT SCORE IT ON SECTI	ent in order to be rated on SECTION	N Two of this rubric. If this resource does not

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING	COMMENTS WITH
		5, 3, 0	EXAMPLES
(2) ALIGNMENT AND ACCURACY	1a) The majority of the MS CCRS for the Social Studies are	5	More than 90% meet
Materials adequately address the	incorporated, to the full depth of the standards.		criteria. The content
Mississippi College- and Career-Readiness			aligns with the state
Standards (MS CCRS) for the Social Studies.			standards and
			benchmarks for subject.
☐ YES ☐ NO			MS CCRS standards are
			not written in text

			edition but the content is there
	1b) Instructional materials support instruction designed to ensure that students master all MS CCRS for the Social Studies for the intended grade level.	5	At least 90% meet criteria. MS CCRS standards are not listed but text content and instructional materials provides ensure. This is found throughout text and online.
	1c) Instructional materials reflect and incorporate the content of the MS CCRS for the Social Studies	5	At least 90% meet criteria. MS CCRS are reflected and incorporated in content, even though MS CCRS standards are not actually listed.
	1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.	5	At least 90% meet criteria. For instance, Essential Questions, Quest inquiry Activities encourage students to inquiry with either a question or problem.
	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	5	100% evidence - textbook is pretty much based on using primary or secondary sources. This is found throughout text and online. Sources are appropriate for age level.
(2) <b>Program Organization</b> Materials adequately address the sequence and organization of the <i>Mississippi College- and</i>	2a) Sequential organization of the material provides structure concerning what students should learn each year	5	At least 90% meet criteria. MS CCRS standards are found

Career-F Studies.	Readiness Standards	s (MS CCRS) for the Social	and allows teachers to convey the historical content efficiently and effectively.		throughout text and online. Standards are not listed but Topics
	YES	NO	2b) The content is well-organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the Mississippi College- and Career-Readiness	5	and content are in organized and sequenced. For example, content begins with the Introduction to Geography Topic 1 Lesson 1 and ends with Topic 14 Antarctica At least 90% meet criteria. Materials are consistent and logical organized.
			Standards (MS CCRS) for the Social Studies.  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	At least 90% of criteria is provided throughout each chapter and supplemental materials. Each lesson provides activities to practice vocabulary. Students are also able to take notes in their Active Journals as they read the lesson.
			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 have vocabulary practice. Each lesson has academic vocabulary with various learning strategies.

(3) Assessment	3a) Assessment tools should reflect what students know	5	At least 90% of
Tools and strategies measure what students know and are able to do.	and are able to do.		materials reflect this criteria. Throughout materials, various
☐ YES ☐ NO			assessment tools are in
			place like chapter tests,
			sections quizzes which
			has multiple choice and
			constructed response to
			help measure
			knowledge.
	3b) Materials address the necessity of using historical	5	At least 90% of
	evidence to support critical thinking ideas.		materials address this
			criteria. For example,
			Quest activity allow
			students to analyze,
			interpret and then write
			about lesson
	3c) Formative and summative assessment tools should	5	At least 90% of
	provide evidence of student's progress toward mastering		materials reflect this
	the content called for in the Mississippi College- and		criteria. Various
	Career-Readiness Standards (MS CCRS) for the Social		assessment tools are
	Studies.		evident throughout materials. These
			assessment tools
			provide students to see
			their progress. For
			example, self-quizzes
			and reading checks give
			students opportunities
			to check learning.
	3d) Materials provide rubrics that are content-specific and	5	At least 90% of
	provide an explanation of the use of the rubrics by		materials provide
	teachers and students to evaluate and improve skills in		rubrics for each lesson.
	writing, analysis, and the use of evidence.		Rubrics are found

			online not in teacher's edition.
	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% of materials provide a variety of assessments accessible to teachers and students. For example, section quizzes for each lesson of each chapter as well as two different Chapter tests. Self-assessment opportunities are available at the end of every lesson and chapter.
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CRITERIA	INDICATORS OF SUPERIOR QUALITY	<b>FATING</b> 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	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	_	
(4) Universal Access Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient	5, 3, 0	EXAMPLES  At least 90% meet criteria. Materials guide instruction - pacing at a glance. This serves as a

			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 various differentiated instructions providing different activities according to a level: Special Needs, Below Level and Advanced.
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	COMMENTS WITH
		5, 3, 0	EXAMPLES
(5) SCAFFOLDING AND SUPPORT	5a) There are separate <b>teacher support</b> materials to assist	5	At least 90% meet this
Instructional planning and support information and	teachers:		criteria. Textbook
materials specially designed for use by teachers in	<ul> <li>Organize and sequence effective learning</li> </ul>		provides activities and
implementing the Mississippi College- and	experiences for students;		suggested strategies to
Career-Readiness Standards (MS CCRS) for the Social	<ul> <li>Utilize instructional materials to develop a variety</li> </ul>		guide teacher on
Studies.	of effective teaching strategies for student		scaffolding. Also each
	learning;		chapter provides plenty
□ YES □ NO	<ul> <li>Utilize teacher's use of social studies and inquiry;</li> </ul>		of guidance and
	and		support to help
	<ul> <li>Incorporate reading and writing into lessons where</li> </ul>		students become more
	appropriate.		independent learners

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These instructional support documents support the work teachers do by providing:  Pertinent content background information; Examples of student misconceptions; Resources to assist and enhance instruction (electronic, web-based, software, etc.) Materials and equipment needed along with maintenance and safe use. Technical support for the use of multi-media, equipment and technology resources.		and thinkers. Additional supplemental resources are found online.
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 criteria. Instructional materials have plenty of resources or activities to address this need. This is found in teacher edition and online. Pacing at a glance at the beginning of each chapter, Various alternative teaching approaches.
<ul> <li>5c) Instructional materials are accessible to students including         <ul> <li>Varied learning ability/disabilities;</li> <li>Special needs (e.g., auditory, visual, physical, speech, emotional);</li> <li>English language proficiency;</li> <li>Cultural differences;</li> <li>Different learning styles; and</li> <li>Gender.</li> </ul> </li> </ul>	5	At least 90% of Instructional materials are accessible to students with various learning disabilities. For example, materials have many features such as Discussion board to complete activity or interactive map feature are designed to meet the needs of all learners.

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.   YES  NO	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.  6b) The total amount of content is <b>viable</b> for a school year.	5, 3, 0	100% evidence - text clearly states objective for each lesson - uses text features like different colors to show Titles from SubTitles or highlighted vocabulary.  100% evidence - the amount of content will last the entire school year. Content and various activities will
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.	5	ensure this.  100% evidence - glossary has both English and Spanish versions - Images and graphics help support effectiveness.
	6d) The text and supplemental materials employs a variety of reading levels and is <b>grade/level appropriate</b> .	5	At least 90% Textbook is grade/level appropriate and employs a variety of reading levels. Various reading activities are given at different reading levels. This is found throughout each chapter in text and online.
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.	5	90% of text and supplemental materials reinforce student learning. For example,

			reinforcement activities like active classroom & practice vocabulary activities are found throughout text 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 - supplemental materials are based on the 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.).	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 textbook.

Instructional Materials Evaluation for Alignment: Guidelin Subject: Social Studies K-12	nes for Textbook	
Evaluator1	Rating Committee: _	Social Studies 6-8
Publisher: Pearson		
Title of Textbook Series/Instructional Program: MYWORLD G DIGITAL COURSEWARE, MYWORLD INTERACTIVE WORI		
COURSEWARE; MYWORLD INTERACTIVE AM		BEGINNINGS TO 1877 STUDENT
EDITION PLUS 5-YEAR DIGITAL COURSE	<u>WARE</u>	
Grade Range of Textbook Series/Instructional Program6-8_	Specific Gra	de 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	COMMENTS WITH
		5, 3, 0	EXAMPLES
(3) ALIGNMENT AND ACCURACY	1a) The majority of the MS CCRS for the Social Studies are	5	More than 90% meet
Materials adequately address the	incorporated, to the full depth of the standards.		criteria. The content
Mississippi College- and Career-Readiness			aligns with the state
Standards (MS CCRS) for the Social Studies.			standards and
			benchmarks for

☐ YES	□ NO			subject. MS CCRS
				standards are not
				written in text but the
				content is there
		1b) Instructional materials support instruction designed to	5	At least 90% meet
		ensure that students master all MS CCRS for the Social		criteria. MS CCRS
		Studies for the intended grade level.		standards are not
				listed but text content
				and instructional
				materials provides
				ensure. This is found
				throughout text and
				online.
		1c) Instructional materials reflect and incorporate the	5	At least 90% meet
		content of the MS CCRS for the Social Studies		criteria. MS CCRS are
				reflected and
				incorporated in
				content, even though
				MS CCRS standards are
				not actually listed.
		1d) Instructional materials present accurate, detailed	5	At least 90% meet
		content with a variety of perspectives and encourage		criteria. For instance,
		student inquiry.		Essential Questions,
				Quest inquiry Activities
				encourage students to
				inquiry with either a
				question or problem.
		1e) Materials include sufficient use of primary sources	5	100% evidence -
		appropriate to the age level of students.		textbook is pretty
				much based on using
				primary or secondary
				sources. This is found
				throughout text and
				online. Sources are
				appropriate for age
				level.

(2) Program Organization	2a) Sequential organization of the material provides	5	At least 90% meet
(2) Program Organization Materials adequately address the sequence and organization of the Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.	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% meet criteria. MS CCRS standards are found throughout text and online. Standards are not listed but Topics
☐ YES ☐ NO			and content are in organized and sequenced. For example, content begins with the early americans Topic 1 Lesson 1 and ends with Topic 9 South Rebuilds.
	2b) The content is well-organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.	5	At least 90% meet criteria. Materials are consistent and logical organized.
	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	At least 90% of criteria is provided throughout each chapter and supplemental materials. Each lesson provides activities to practice vocabulary. Students are also able to take notes in their Active Journals as they read the lesson.
	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 have vocabulary practice. Each lesson has academic vocabulary

			with various learning strategies.
(3) Assessment Tools and strategies measure what students know and are able to do.    YES  NO	3a) Assessment tools should reflect what students know and are able to do.	5	At least 90% of materials reflect this criteria. Throughout materials, various assessment tools are in place like chapter tests, sections quizzes which has multiple choice and constructed response to help measure knowledge.
	3b) Materials address the necessity of using historical evidence to support critical thinking ideas.	5	At least 90% of materials address this criteria. For example, Quest activity allow students to analyze, interpret and then write about lesson.
	3c) Formative and summative assessment tools should provide evidence of student's progress toward mastering the content called for in the Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.	5	At least 90% of materials reflect this criteria. Various assessment tools are evident throughout materials. These assessment tools provide students to see their progress. For example, self-quizzes and reading checks give students opportunities to check learning.

	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	At least 90% of materials provide rubrics for each lesson. Rubrics are found online not in teacher's edition.
	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% of materials provide a variety of assessments accessible to teachers and students. For example, section quizzes for each lesson of each chapter as well as two different Chapter tests. Self-assessment opportunities are available at the end of every lesson and chapter.
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.	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	At least 90% meet criteria. Materials guide instruction - pacing at a glance. This serves as a guidance for lessons.
☐ YES ☐ NO	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 like NBC Learn Video or Quest Investigate allow students to engage in real world

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%	
	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.	5	experiences and situations.  At least 90% meet criteria. Materials provide differentiated instruction, strategies, activities and assessments design to help students. This is found throughout teacher edition and supplemental resources.  At least 90% meet this criteria. Materials provide various differentiated instructions providing different activities according to a level: Special Needs, Below Level and Advanced.

**Section 2: Instructional Planning and Support** 

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING	COMMENTS WITH
		5, 3, 0	EXAMPLES
(5) SCAFFOLDING AND SUPPORT	5a) There are separate <b>teacher support</b> materials to assist	5	At least 90% meet this
Instructional planning and support information and	teachers:		criteria. Textbook
materials specially designed for use by teachers in	<ul> <li>Organize and sequence effective learning</li> </ul>		provides activities
implementing the Mississippi College- and	experiences for students;		and suggested
Career-Readiness Standards (MS CCRS) for the Social			strategies to guide

Studies.	□ NO	<ul> <li>Utilize instructional materials to develop a variety of effective teaching strategies for student learning;</li> <li>Utilize teacher's use of social studies and inquiry; and</li> <li>Incorporate reading and writing into lessons where appropriate.</li> <li>These instructional support documents support the work teachers do by providing:         <ul> <li>Pertinent content background information;</li> <li>Examples of student misconceptions;</li> <li>Resources to assist and enhance instruction (electronic, web-based, software, etc.)</li> <li>Materials and equipment needed along with maintenance and safe use.</li> </ul> </li> </ul>		teacher on scaffolding. Also each chapter provides plenty of guidance and support to help students become more independent learners and thinkers. Additional supplemental resources are found online.
		<ul> <li>Technical support for the use of multi-media, equipment and technology resources.</li> <li>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.).</li> </ul>	5	At least 90% meet criteria. Instructional materials have plenty of resources or activities to address this need. This is found in teacher edition and online. Pacing at a glance at the beginning of each chapter.
		<ul> <li>5c) Instructional materials are accessible to students including</li> <li>Varied learning ability/disabilities;</li> <li>Special needs (e.g., auditory, visual, physical, speech, emotional);</li> <li>English language proficiency;</li> <li>Cultural differences;</li> <li>Different learning styles; and</li> </ul>	5	At least 90% of Instructional materials are accessible to students with various learning disabilities. For example, materials have many features such as

	• Candar		Discussion board to
	• Gender.		
			complete activity or
			interactive map
			feature are designed
			to meet the needs of
			all learners.
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING	COMMENTS WITH
		5, 3, 0	EXAMPLES
(6) USABILITY	6a) The text provides clearly stated objectives for each	5	100% evidence - text
Materials are easy to use, promote	lesson. It uses text features (e.g., titles, headings,		clearly states
safety in the social studies classroom, and	subheadings, review questions, goals, objectives, space,		objective for each
are viable for implementation	print, grade appropriate type size, color) to enhance		lesson - uses text
given the length of a school year.	readability.		features like different
The information is organized logically			colors to show Titles
and presented clearly using multiple			from SubTitles or
methods.			highlighted
			vocabulary.
☐ YES ☐ NO	6b) The total amount of content is <b>viable</b> for a school year.	5	100% evidence - the
			amount of content
			will last the entire
			school year. Content
			and various activities
			will ensure this.
	6c) The text incorporates a glossary, footnotes, recordings,	5	100% evidence -
	pictures, and/or other features that aid students and		glossary has both
	teachers in using the book effectively.		English and Spanish
	0 ,		versions - Images and
			graphics help support
			effectiveness.
	6d) The text and supplemental materials employs a variety	5	At least 90% Textbook
	of reading levels and is <b>grade/level appropriate</b> .	9	is grade/level
	or reading levels and is grade, level appropriate.		appropriate and
			employs a variety of
			reading levels.
			Various reading
			•
			activities are given at

TOTAL SCORE (PART 1 and 2)	93%	Yes I would
TOTAL SCORE (PART 2)	95%	
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.
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 - supplemental materials are based on the content.
6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.	5	different reading levels. This is found throughout each chapter in text and online.  90% of text and supplemental materials reinforce student learning. For example, reinforcement activities like active classroom & practice vocabulary activities are found throughout text and online.

Evaluator3	Rating Committee:Social Studies 6-8	
Publisher: Pearson_		
DIGITAL COURSEWARE, MYWORLD INTERACTIVE WORLI	D GEOGRAPHY SURVEY INTERACTIVE STUDENT EDITION PL HISTORY SURVEY STUDENT EDITION PLUS 5-YEAR DIGITAL DRY BEGINNINGS TO 1877 STUDENT EDITION PLUS 5-YEAR DIG	
Grade Range of Textbook Series/Instructional Program_	_6-8 Specific Grade Evaluated	
Instructional materials/Textbooks must meet this requiremen	DENCE (meets 50 – 79%) = 3; NO EVIDENCE (meets less than 50% in order to be rated on SECTION Two of this rubric. If this resource I TWO. Skip to the last page and enter the score in the "TOTAL SCO	does not

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

Instructional Materials Evaluation for Alignment: Guidelines for Textbook

Subject: Social Studies K-12

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

	1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage	5
	student inquiry.	
	1e) Materials include sufficient use of primary sources	5
	appropriate to the age level of students.	
(2) Program Organization	2a) Sequential organization of the material provides	5
Materials adequately address the sequence and	structure concerning what students should learn each	
organization of the Mississippi College- and	year and allows teachers to convey the historical	
Career-Readiness Standards (MS CCRS) for the	content efficiently and effectively.	
Social Studies.	2b) The content is well-organized and presented in a	5
	manner consistent with providing all students an	
x YES □ NO	opportunity to achieve the essential knowledge and	
	skills described in the Mississippi College- and	
	Career-Readiness	
	Standards (MS CCRS) for the Social Studies.	
	2c) Each unit presents strategies for universal access,	5
	including ways in which to improve the vocabulary,	
	reading and language skills of English learners in the	
	content of history – social science.	
	2d) The materials support the development of	5
	academic vocabulary for all students and provide	
	instruction and opportunities for student practice and	
	application in key vocabulary.	
(3) Assessment	3a) Assessment tools should reflect what students	5
Tools and strategies measure what students know	know and are able to do.	
and are able to do.	3b) Materials address the necessity of using	5
	historical evidence to support critical thinking ideas.	
x YES $\square$ NO	3c) Formative and summative assessment tools	5
	should provide evidence of student's progress toward	
	mastering the content called for in the Mississippi	
	College- and Career-Readiness Standards (MS	
	CCRS) for the Social Studies.	
	3d) Materials provide rubrics that are content-specific	5
	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.	5	
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATIN G	COMMENTS WITH
		5, 3, 0	EXAMPLES
(4) Universal Access	4a) Instructional materials present comprehensive	5	
Instructional materials that are understandable to all students, including students eligible for special	guidance for teachers in providing effective, efficient instruction for all students.		
education, English learners, and students whose	4b) Instructional materials are presented in an	5	
achievement is either below or above that typical of the class or grade level.	engaging context that are related to real world experiences and situations.		
	4c) Instructional materials are designed to help meet	5	
x YES   NO	the needs of students whose reading, writing, listening, and speaking skills fall up to two grade		
	levels below and to assist in accelerating students'		
	skills to grade level.  4d) Materials must address the needs of students who	5	

TOTAL SCORE (PART 1)	If this resource does not score 90 points on	90	
	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 Supp		D 4 TIV:	00141451150
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATIN	COMMENTS
		G	WITH
		5, 3, 0	<b>EXAMPLES</b>
(5) SCAFFOLDING AND SUPPORT Instructional planning and support information and materials specially designed for use by teachers in implementing the Mississippi College-and Career-Readiness Standards (MS CCRS) for the Social Studies.  X YES □ NO	<ul> <li>5a) There are separate teacher support materials to assist teachers: <ul> <li>Organize and sequence effective learning experiences for students;</li> <li>Utilize instructional materials to develop a variety of effective teaching strategies for student learning;</li> <li>Utilize teacher's use of social studies and inquiry; and</li> <li>Incorporate reading and writing into lessons where appropriate.</li> </ul> </li> <li>These instructional support documents support the work teachers do by providing: <ul> <li>Pertinent content background information;</li> <li>Examples of student misconceptions;</li> <li>Resources to assist and enhance instruction (electronic, web-based, software, etc.)</li> <li>Materials and equipment needed along with maintenance and safe use.</li> <li>Technical support for the use of multi-media, equipment and technology resources.</li> </ul> </li> </ul>	5	

	5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).	5	
	5c) Instructional materials are accessible to students including  • 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	RATIN G 5, 3, 0	COMMENTS WITH EXAMPLES
(6) <b>USABILITY</b> Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year.	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.	5	
The information is organized logically and presented clearly using multiple	6b) The total amount of content is <b>viable</b> for a school year.	5	
methods.  x YES   NO	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.	5	
	6d) The text and supplemental materials employs a variety of reading levels and is <b>grade/level</b> 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	

Evaluator5	Rating Committee: Social Studies 6-8
Publisher: Pearson_	<del></del>
DIGITAL COURSEWARE, MYWORLD INTERACTIVE	ORLD GEOGRAPHY SURVEY INTERACTIVE STUDENT EDITION PLUS 5-YEAR E WORLD HISTORY SURVEY STUDENT EDITION PLUS 5-YEAR DIGITAL CAN HISTORY BEGINNINGS TO 1877 STUDENT EDITION PLUS 5-YEAR DIGITAL
Grade Range of Textbook Series/Instructional Program_	6-8 Specific Grade Evaluated
Instructional materials/Textbooks must meet this req	For ERATE EVIDENCE (meets 50 – 79%) = 3; NO EVIDENCE (meets less than 50%) = 0 quirement in order to be rated on SECTION Two of this rubric. If this resource does not 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.

Subject: Social Studies K-12

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING	COMMENTS
		5, 3, 0	WITH
			EXAMPLES
(1) ALIGNMENT AND ACCURACY	1a) The majority of the MS CCRS for the Social Studies are	5	Under Option s
Materials adequately address the	incorporated, to the full depth of the standards.		1 and 3, Civics
Mississippi College- and Career-Readiness			and the the
Standards (MS CCRS) for the Social Studies.			World is taught
			in 6th grade.
□x YES □ NO			Since there was
			only one text, I
			assume it is
			meant to be

		taught at 6th grade and/ or 8th grade.  MISSISSIPPI COLLEGE- and CAREER-READI NESS STANDARDS for the Social Studies • 2018 13 MS CCRS for the Social Studies Suggested
1b) Instructional materials support instruction designed to ensure that students master all MS CCRS for the Social Studies for the intended grade level.  1c) Instructional materials reflect and incorporate the content of the MS CCRS for the Social Studies	5	Course Sequence Secondary Options for 6th – 9th Social Studies page 13 Under options 1 and 3 Mississippi Studies is taught in the 8th grade. there was no text submitted for my review. Under the same options of 1 and 3 Mississippi

		Studies is taught in the 8th grade. there was no text submitted for my review.
1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.	3	In the Geography and Civics course text, most perspectives are globalist in nature- even the Civic discussions are about land and resource use and regulation rather than Constitutional Rights-Civics.
1e) Materials include sufficient use of primary sources appropriate to the age level of students.	3	Sixth grade standard: CI.6.1,1"Deter mine how citizenship roles vary within different political structures including but not limited to democratic, totalitarian and monarchical systems."

(2) Program Organization	2a) Sequential organization of the material provides	3	Whereas p. 298-299 address totalitarianism and Anne Frank, there is no excerpt from her diary. That primary source's absence within the physical text is a lost opportunity to cover the standard except for those students with access to screens. The Word
Materials adequately address the sequence and organization of the Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.  x□ YES □ NO	structure concerning what students should learn each year and allows teachers to convey the historical content efficiently and effectively.		Geography book is for two different grades, so it is difficult to see the sequencing.  There are no materials to teach the 8th grade Mississippi Studies objectives.

	2b) The content is well-organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.	5	Active learning journals are very good.
	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) <b>Assessment</b> Tools and strategies measure what students know and	3a) Assessment tools should reflect what students know and are able to do.	5	
are able to do.	3b) Materials address the necessity of using historical evidence to support critical thinking ideas.	5	
□x YES □ NO	3c) Formative and summative assessment tools should provide evidence of student's progress toward mastering the content called for in the Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.	5	
	3d) Materials provide rubrics that are content-specific and provide an explanation of the use of the rubrics by teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence.	5	
	3e) Assessment tools include multiple measures of student performance, such as selected response, short answer, essay, oral presentation, debates and speeches, service-learning projects, research projects, certificates, and performance-based tasks.	5	The options to demonstrate knowledge are very good.

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	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	yes- this is even present within the teacher volume at point of use
the class or grade level.	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	3	
	4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade levels below and to assist in accelerating students' skills to grade level.	5	Active Journal is excellent
	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.		

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

	<ul><li>Cultural differences;</li><li>Different learning styles; and</li><li>Gender.</li></ul>		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	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.    YES  NO	<ul> <li>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.</li> <li>6b) The total amount of content is viable for a school year.</li> <li>6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.</li> <li>6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate.</li> <li>6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.</li> <li>6f) All supplemental materials are aligned to the text content with a clear match to content.</li> <li>6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic</li> </ul>		
TOTAL SCORE (PART 2)	organizers, etc.).	0	
TOTAL SCORE (PART 1 and 2)		82	

Evaluator6	Rating Committee: _	Social Studies 6-8
Publisher: Pearson_	_	
Title of Textbook Series/Instructional Program: MYWOI DIGITAL COURSEWARE, MYWORLD INTERACTIVE WORL COURSEWARE; MYWORLD INTERACTIVE AMERICAN HIS COURSEWARE	D HISTORY SURVEY STUDENT EDITION	ON PLUS 5-YEAR DIGITAL
Grade Range of Textbook Series/Instructional Program6-8	16-8 Specific (	Grade Evaluated
Use the following Rubric to Rate each Criteria Indicator STRONG EVIDENCE (meets 80-100%) = 5; MODERATE E Instructional materials/Textbooks must meet this requirement score 90 points on SECTION One, DO NOT SCORE IT ON SECTION	nt in order to be rated on SECTION Two	of this rubric. If this resource does not

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

Subject: Social Studies K-12

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

	<ul> <li>1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.</li> <li>1e) Materials include sufficient use of primary sources</li> </ul>	5	
(2) <b>Program Organization</b> Materials adequately address the sequence and organization of the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the</i>	appropriate to the age level of students.  2a) Sequential organization of the material provides structure concerning what students should learn each year and allows teachers to convey the historical content efficiently and effectively.	5	
Social Studies.  x□ YES □ NO	2b) The content is well-organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.	5	
	2c) Each unit presents strategies for universal access, including ways in which to improve the vocabulary, reading and language skills of English learners in the content of history – social science.	5	There is an active journal that students can use to practice their vocabulary and various other 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	
(3) <b>Assessment</b> Tools and strategies measure what students know	3a) Assessment tools should reflect what students know and are able to do.	5	
and are able to do.	3b) Materials address the necessity of using historical evidence to support critical thinking ideas.	5	
x□ YES □ NO	3c) Formative and summative assessment tools should provide evidence of student's progress toward mastering the content called for in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.</i>	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.  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	RATIN G 5, 3, 0	COMMENTS WITH EXAMPLES
(4) <b>Universal Access</b> Instructional materials that are understandable to all students, including students eligible for special	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	
education, English learners, and students whose achievement is either below or above that typical of the class or grade level.	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	
X □ YES □ NO	4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade levels below and to assist in accelerating students' skills to grade level.	5	

	4d) Materials must address the needs of students who are at or above grade level.	5	
TOTAL SCORE (PART 1)	If this resource does not score 90 points on Section One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.	83	

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

	<ul> <li>Technical support for the use of multi-media, equipment and technology resources.</li> <li>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.).</li> <li>5c) Instructional materials are accessible to students including         <ul> <li>Varied learning ability/disabilities;</li> <li>Special needs (e.g., auditory, visual, physical, speech, emotional);</li> <li>English language proficiency;</li> <li>Cultural differences;</li> <li>Different learning styles; and</li> <li>Gender.</li> </ul> </li> </ul>		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATIN G	COMMENTS WITH
(C) LICADII ITV	Ca) The taut gravides already stated chiestives for	5, 3, 0	EXAMPLES
(6) <b>USABILITY</b> Materials are easy to use, promote	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles,		
safety in the social studies classroom, and	headings, subheadings, review questions, goals,		
are viable for implementation	objectives, space, print, grade appropriate type size,		
given the length of a school year.	color) to enhance readability.		
The information is organized logically	6b) The total amount of content is <b>viable</b> for a school		
and presented clearly using multiple	year.		
methods.	6c) The text incorporates a glossary, footnotes,		
	recordings, pictures, and/or other features that aid		
☐ YES ☐ NO	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)		83	

Evaluator8	Rating Committee: .	Social Studies 6-8
Publisher: <u>Pearson</u>		
Title of Textbook Series/Instructional Program: MYV DIGITAL COURSEWARE, MYWORLD INTERACTIVE WO COURSEWARE; MYWORLD INTERACTIVE AMERICAN COURSEWARE	ORLD HISTORY SURVEY STUDENT EDIT	TON PLUS 5-YEAR DIGITAL
Grade Range of Textbook Series/Instructional Prog	ram_6-8 Specific	Grade Evaluated
Use the following Rubric to Rate each Criteria Indicator STRONG EVIDENCE (meets 80-100%) = 5; MODERA Instructional materials/Textbooks must meet this require score 90 points on SECTION One, DO NOT SCORE IT ON SI	ement in order to be rated on SECTION Two	of this rubric. If this resource does not

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

Subject: Social Studies K-12

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

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

	3e) Assessment tools include multiple measures of student performance, such as selected response, short answer, essay, oral presentation, debates and speeches, service-learning projects, research projects, certificates, and performance-based tasks.	5	
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATIN G 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.  x YES   NO	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	Teacher editions give detailed instructions of how to teach, demonstrate, & assess the material
	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	Text along with interactive resources make it more engaging

	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	Best layout of how to address the needs of special needs, below level, English language learners, & advanced students.
	4d) Materials must address the needs of students who are at or above grade level.	5	
TOTAL SCORE (PART 1)	If this resource does not score 90 points on Section One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.	90	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATIN G	COMMENTS WITH
		5, 3, 0	EXAMPLES
(5) SCAFFOLDING AND SUPPORT	5a) There are separate <b>teacher support</b> materials to	3	These items
Instructional planning and support information	assist teachers:		are presented
and materials specially designed for use by	<ul> <li>Organize and sequence effective learning</li> </ul>		in the
teachers in implementing the Mississippi College-	experiences for students;		teachers
and Career-Readiness Standards (MS CCRS) for	<ul> <li>Utilize instructional materials to develop a</li> </ul>		edition and on
the Social Studies.	variety of effective teaching strategies for		the online
	student learning;		resources
x YES $\square$ NO	<ul> <li>Utilize teacher's use of social studies and</li> </ul>		except for
	inquiry; and		Examples of

	<ul> <li>Incorporate reading and writing into lessons where appropriate.</li> <li>These instructional support documents support the work teachers do by providing:         <ul> <li>Pertinent content background information;</li> <li>Examples of student misconceptions;</li> <li>Resources to assist and enhance instruction (electronic, web-based, software, etc.)</li> <li>Materials and equipment needed along with maintenance and safe use.</li> <li>Technical support for the use of multi-media, equipment and technology resources.</li> </ul> </li> </ul>		student misconception s; Materials and equipment needed along with maintenance and safe use.
	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	
	<ul> <li>5c) Instructional materials are accessible to students including</li> <li>Varied learning ability/disabilities;</li> <li>Special needs (e.g., auditory, visual, physical, speech, emotional);</li> <li>English language proficiency;</li> <li>Cultural differences;</li> <li>Different learning styles; and</li> <li>Gender.</li> </ul>	5	
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATIN G 5, 3, 0	COMMENTS WITH EXAMPLES
(6) <b>USABILITY</b> Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year.	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.	5	

The information is organized logically and presented clearly using multiple	6b) The total amount of content is <b>viable</b> for a school year.	5	
methods.  x YES □ NO	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.	5	
	6d) The text and supplemental materials employs a variety of reading levels and is <b>grade/level</b> 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)		48	
TOTAL SCORE (PART 1 and 2)		138	

Evaluator9	Rating Committee:Social Studies 6-8
Publisher: Pearson_	
DIGITAL COURSEWARE, MYWORLD INTERACTIV	MYWORLD GEOGRAPHY SURVEY INTERACTIVE STUDENT EDITION PLUS 5-YEAR E WORLD HISTORY SURVEY STUDENT EDITION PLUS 5-YEAR DIGITAL CAN HISTORY BEGINNINGS TO 1877 STUDENT EDITION PLUS 5-YEAR DIGITAL
Grade Range of Textbook Series/Instructional F	Program6-8 Specific Grade Evaluated
	cor ERATE EVIDENCE (meets 50 – 79%) = 3; NO EVIDENCE (meets less than 50%) = 0 quirement in order to be rated on SECTION Two of this rubric. If this resource does not

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

Subject: Social Studies K-12

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

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.

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

	College- and Career-Readiness Standards (MS		
	CCRS) for the Social Studies.  3d) Materials provide rubrics that are content-specific	5	
	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.		
	projects, certificates, and performance-based tasks.		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATIN	COMMENTS
		G	WITH
(4) Universal Access	(a) Instructional materials propert somewhorsis a	<b>5</b> , <b>3</b> , <b>0</b>	EXAMPLES
(4) <b>Universal Access</b> Instructional materials that are understandable to	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient	5	
all students, including students eligible for special	instruction for all students.		
education, English learners, and students whose	4b) Instructional materials are presented in an	5	
achievement is either below or above that typical	engaging context that are related to real world		
of the class or grade level.	experiences and situations.		
	4c) Instructional materials are designed to help meet	5	
□X YES □ NO	the needs of students whose reading, writing,		
	listening, and speaking skills fall up to two grade		

	levels below and to assist in accelerating students' skills to grade level.		
	4d) Materials must address the needs of students who 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.	87	

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

	Materials and equipment needed along with		
	maintenance and safe use.		
	<ul> <li>Technical support for the use of multi-media,</li> </ul>		
	equipment and technology resources.		
	5b) Appropriate suggestions and materials are		
	provided for differentiated instruction supporting		
	1:		
	varying student needs at the unit and lesson level		
	(e.g., alternative teaching approaches, pacing,		
	instructional delivery options, suggestions for		
	addressing comment student difficulties to meet		
	standards, etc.).		
	5c) Instructional materials are accessible to students		
	including		
	Varied learning ability/disabilities;		
	Special needs (e.g., auditory, visual, physical,		
	speech, emotional);		
	<ul> <li>English language proficiency;</li> </ul>		
	Cultural differences;		
	<ul> <li>Different learning styles; and</li> </ul>		
	Gender.		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATIN	COMMENTS
		G	WITH
		5, 3, 0	EXAMPLES
(6) USABILITY	6a) The text provides clearly stated objectives for		
Materials are easy to use, promote	each lesson. It uses text features (e.g., titles,		
safety in the social studies classroom, and	headings, subheadings, review questions, goals,		
are viable for implementation	objectives, space, print, grade appropriate type size,		
given the length of a school year.	color) to enhance readability.		
The information is organized logically	6b) The total amount of content is <b>viable</b> for a school		
and presented clearly using multiple	year.		
methods.	6c) The text incorporates a glossary, footnotes,		
	recordings, pictures, and/or other features that aid		
☐ YES ☐ NO	students and teachers in using the book effectively.		
	6d) The text and supplemental materials employs a		
	variety of reading levels and is grade/level		

	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)		87	