

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

Evaluator 1

Rating Committee: Social Studies 6-8

Publisher: Pearson

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 EXAMPLES
<p>(1) ALIGNMENT AND ACCURACY Materials adequately address the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	1a) The majority of the <i>MS CCRS for the Social Studies</i> are incorporated, to the full depth of the standards.	3	Does not contain any materials for eighth grade Mississippi Studies.
	1b) Instructional materials support instruction designed to ensure that students master all <i>MS CCRS for the Social Studies</i> for the intended grade level.	3	Does not contain any materials for eighth grade Mississippi Studies.
	1c) Instructional materials reflect and incorporate the content of the <i>MS CCRS for the Social Studies</i>	3	Does not contain any materials for eighth grade

			Mississippi Studies.
	1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.	5	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Materials include sufficient use of primary sources appropriate to the age level of students.	5	Quotes, excerpts from historical documents, and journal entries provide primary sources throughout the text.
<p>(2) Program Organization Materials adequately address the sequence and organization of the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	2a) Sequential organization of the material provides structure concerning what students should learn each year and allows teachers to convey the historical content efficiently and effectively.	3	Does not contain any materials for eighth grade Mississippi Studies.
	2b) The content is well-organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	5	The pacing guide in the front of the TE is a fabulous tool.
	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	Active journal helps with practice of writing and applying vocabulary.
<p>(3) Assessment Tools and strategies measure what students know and are able to do.</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	3a) Assessment tools should reflect what students know and are able to do.	5	
	3b) Materials address the necessity of using historical evidence to support critical thinking ideas.	5	
	3c) Formative and summative assessment tools should provide evidence of student’s progress toward mastering the content called for in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	5	
	3d) Materials provide rubrics that are content-specific and provide an explanation of the use of the rubrics by teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence.	5	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
<p>(4) Universal Access Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level.</p> <p><input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	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	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(5) SCAFFOLDING AND SUPPORT Instructional planning and support information and materials specially designed for use by teachers in implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>5a) There are separate teacher support materials to assist teachers:</p> <ul style="list-style-type: none"> ● Organize and sequence effective learning experiences for students; ● Utilize instructional materials to develop a variety of effective teaching strategies for student learning; ● Utilize teacher’s use of social studies and inquiry; and ● Incorporate reading and writing into lessons where appropriate. <p>These instructional support documents support the work teachers do by providing:</p> <ul style="list-style-type: none"> ● Pertinent content background information; ● Examples of student misconceptions; ● Resources to assist and enhance instruction (electronic, web-based, software, etc.) ● Materials and equipment needed along with maintenance and safe use. ● Technical support for the use of multi-media, equipment and technology resources. <p>5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options,</p>		

	suggestions for addressing comment student difficulties to meet standards, etc.).		
	5c) Instructional materials are accessible to students including <ul style="list-style-type: none"> ● Varied learning ability/disabilities; ● Special needs (e.g., auditory, visual, physical, speech, emotional); ● English language proficiency; ● Cultural differences; ● Different learning styles; and ● Gender. 		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.		
	6b) The total amount of content is viable for a school year.		
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.		
	6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate .		
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.		
	6f) All supplemental materials are aligned to the text content with a clear match to content.		
	6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic organizers, etc.).		

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

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

Evaluator 2

Rating Committee: Social Studies 6-8

Publisher: Pearson

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 **6th**

Use the following Rubric to Rate each Criteria Indicator
STRONG EVIDENCE (meets 80-100%) = 5; MODERATE EVIDENCE (meets 50 – 79%) = 3; NO EVIDENCE (meets less than 50%) = 0
 Instructional materials/Textbooks must meet this requirement in order to be rated on SECTION Two of this rubric. If this resource does not score 90 points on SECTION One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(1) ALIGNMENT AND ACCURACY Materials adequately address the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.</i> <input type="checkbox"/> YES <input type="checkbox"/> NO	1a) The majority of the <i>MS CCRS for the Social Studies</i> are incorporated, to the full depth of the standards.	5	More than 90% meet criteria. The content aligns with the state standards and benchmarks for subject. 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 <i>MS CCRS for the Social Studies</i>	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) Program Organization Materials adequately address the sequence and organization of the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	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

<input type="checkbox"/> YES <input type="checkbox"/> NO			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
	2b) The content is well-organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	5	At least 90% meet 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.	3a) Assessment tools should reflect what students know and are able to do.	5	At least 90% of materials reflect this criteria. Throughout

<input type="checkbox"/> YES <input type="checkbox"/> 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 <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	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. <input type="checkbox"/> YES <input type="checkbox"/> NO	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	At least 90% meet criteria. Materials guide instruction - pacing at a glance. This serves as a guidance for lessons.
	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 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(5) SCAFFOLDING AND SUPPORT Instructional planning and support information and materials specially designed for use by teachers in implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>5a) There are separate teacher support materials to assist teachers:</p> <ul style="list-style-type: none"> • Organize and sequence effective learning experiences for students; • Utilize instructional materials to develop a variety of effective teaching strategies for student learning; • Utilize teacher's use of social studies and inquiry; and • Incorporate reading and writing into lessons where appropriate. <p>These instructional support documents support the work teachers do by providing:</p>	5	At least 90% meet this criteria. Textbook provides activities and suggested strategies to guide teacher on scaffolding. Also each chapter provides plenty of guidance and support to help students become more independent learners and thinkers. Additional

	<ul style="list-style-type: none"> ● Pertinent content background information; ● Examples of student misconceptions; ● Resources to assist and enhance instruction (electronic, web-based, software, etc.) ● Materials and equipment needed along with maintenance and safe use. ● Technical support for the use of multi-media, equipment and technology resources. 		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.
	5c) Instructional materials are accessible to students including <ul style="list-style-type: none"> ● Varied learning ability/disabilities; ● Special needs (e.g., auditory, visual, physical, speech, emotional); ● English language proficiency; ● Cultural differences; ● Different learning styles; and ● Gender. 	5	At least 90% 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

<p>(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.	5	100% evidence - text clearly states objective for each lesson - uses text features like different colors to show Titles from SubTitles or highlighted vocabulary.
	6b) The total amount of content is viable 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, pictures, and/or other features that aid students and teachers in using the book effectively.	5	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 grade/level appropriate .	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: Guidelines for Textbook
 Subject: Social Studies K-12

Evaluator 1

Rating Committee: Social Studies 6-8

Publisher: Pearson

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 7th

Use the following Rubric to Rate each Criteria Indicator
STRONG EVIDENCE (meets 80-100%) = 5; MODERATE EVIDENCE (meets 50 – 79%) = 3; NO EVIDENCE (meets less than 50%) = 0
 Instructional materials/Textbooks must meet this requirement in order to be rated on SECTION Two of this rubric. If this resource does not score 90 points on SECTION One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(2) ALIGNMENT AND ACCURACY Materials adequately address the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.</i> <input type="checkbox"/> YES <input type="checkbox"/> NO	1a) The majority of the <i>MS CCRS for the Social Studies</i> are incorporated, to the full depth of the standards.	5	More than 90% meet criteria. The content aligns with the state standards and benchmarks for subject. 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 <i>MS CCRS for the Social Studies</i>	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) Program Organization 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

<p><i>Career-Readiness Standards (MS CCRS) for the Social Studies.</i></p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>and allows teachers to convey the historical content efficiently and effectively.</p>		<p>throughout text and online. Standards are 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</p>
	<p>2b) The content is well-organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p>	5	<p>At least 90% meet criteria. Materials are consistent and logical organized.</p>
	<p>2c) Each unit presents strategies for universal access, including ways in which to improve the vocabulary, reading and language skills of English learners in the content of history – social science.</p>	5	<p>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.</p>
	<p>2d) The materials support the development of academic vocabulary for all students and provide instruction and opportunities for student practice and application in key vocabulary.</p>	5	<p>At least 90% of materials have vocabulary practice. Each lesson has academic vocabulary with various learning strategies.</p>

<p>(3) Assessment Tools and strategies measure what students know and are able to do.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>3a) Assessment tools should reflect what students know and are able to do.</p>	5	<p>At least 90% 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.</p>
	<p>3b) Materials address the necessity of using historical evidence to support critical thinking ideas.</p>	5	<p>At least 90% of materials address this criteria. For example, Quest activity allow students to analyze, interpret and then write about lesson</p>
	<p>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>.</p>	5	<p>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.</p>
	<p>3d) Materials provide rubrics that are content-specific and provide an explanation of the use of the rubrics by teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence.</p>	5	<p>At least 90% of materials provide rubrics for each lesson. Rubrics are found</p>

			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. <input type="checkbox"/> YES <input type="checkbox"/> NO	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	At least 90% meet criteria. Materials guide instruction - pacing at a glance. This serves as a guidance for lessons.
	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 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(5) SCAFFOLDING AND SUPPORT Instructional planning and support information and materials specially designed for use by teachers in implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>5a) There are separate teacher support materials to assist teachers:</p> <ul style="list-style-type: none"> ● Organize and sequence effective learning experiences for students; ● Utilize instructional materials to develop a variety of effective teaching strategies for student learning; ● Utilize teacher’s use of social studies and inquiry; and ● Incorporate reading and writing into lessons where appropriate. 	5	At least 90% meet this criteria. Textbook provides activities and suggested strategies to guide teacher on scaffolding. Also each chapter provides plenty of guidance and support to help students become more independent learners

	<p>These instructional support documents support the work teachers do by providing:</p> <ul style="list-style-type: none"> ● Pertinent content background information; ● Examples of student misconceptions; ● Resources to assist and enhance instruction (electronic, web-based, software, etc.) ● Materials and equipment needed along with maintenance and safe use. ● Technical support for the use of multi-media, equipment and technology resources. 		<p>and thinkers. Additional supplemental resources are found online.</p>
	<p>5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).</p>	<p>5</p>	<p>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.</p>
	<p>5c) Instructional materials are accessible to students including</p> <ul style="list-style-type: none"> ● Varied learning ability/disabilities; ● Special needs (e.g., auditory, visual, physical, speech, emotional); ● English language proficiency; ● Cultural differences; ● Different learning styles; and ● Gender. 	<p>5</p>	<p>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.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.	5	100% evidence - text clearly states objective for each lesson - uses text features like different colors to show Titles from SubTitles or highlighted vocabulary.
	6b) The total amount of content is viable 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, pictures, and/or other features that aid students and teachers in using the book effectively.	5	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 grade/level appropriate .	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: Guidelines for Textbook
 Subject: Social Studies K-12

Evaluator 1_____

Rating Committee: Social Studies 6-8_____

Publisher: Pearson_____

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 **8th**

Use the following Rubric to Rate each Criteria Indicator
STRONG EVIDENCE (meets 80-100%) = 5; MODERATE EVIDENCE (meets 50 – 79%) = 3; NO EVIDENCE (meets less than 50%) = 0
 Instructional materials/Textbooks must meet this requirement in order to be rated on SECTION Two of this rubric. If this resource does not score 90 points on SECTION One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the “TOTAL SCORE” field.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(3) ALIGNMENT AND ACCURACY Materials adequately address the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.</i>	1a) The majority of the <i>MS CCRS for the Social Studies</i> are incorporated, to the full depth of the standards.	5	More than 90% meet criteria. The content aligns with the state standards and benchmarks for

<input type="checkbox"/> YES <input type="checkbox"/> NO			subject. MS CCRS standards are not written in text 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 <i>MS CCRS for the Social Studies</i>	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.

<p>(2) Program Organization Materials adequately address the sequence and organization of the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>2a) Sequential organization of the material provides structure concerning what students should learn each year and allows teachers to convey the historical content efficiently and effectively.</p>	<p>5</p>	<p>At least 90% meet criteria. MS CCRS standards are found throughout text and online. Standards are not listed but Topics 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.</p>
	<p>2b) The content is well-organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p>	<p>5</p>	<p>At least 90% meet criteria. Materials are consistent and logical organized.</p>
	<p>2c) Each unit presents strategies for universal access, including ways in which to improve the vocabulary, reading and language skills of English learners in the content of history – social science.</p>	<p>5</p>	<p>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.</p>
	<p>2d) The materials support the development of academic vocabulary for all students and provide instruction and opportunities for student practice and application in key vocabulary.</p>	<p>5</p>	<p>At least 90% of materials have vocabulary practice. Each lesson has academic vocabulary</p>

			with various learning strategies.
<p>(3) Assessment Tools and strategies measure what students know and are able to do.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	3a) Assessment tools should reflect what students know and are able to do.	5	At least 90% 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 <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	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. <input type="checkbox"/> YES <input type="checkbox"/> NO	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	At least 90% meet criteria. Materials guide instruction - pacing at a glance. This serves as a guidance for lessons.
	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 5, 3, 0	COMMENTS WITH EXAMPLES
(5) SCAFFOLDING AND SUPPORT Instructional planning and support information and materials specially designed for use by teachers in implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social</i>	5a) There are separate teacher support materials to assist teachers: <ul style="list-style-type: none"> Organize and sequence effective learning experiences for students; 	5	At least 90% meet this criteria. Textbook provides activities and suggested strategies to guide

<p><i>Studies.</i></p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<ul style="list-style-type: none"> ● Utilize instructional materials to develop a variety of effective teaching strategies for student learning; ● Utilize teacher’s use of social studies and inquiry; and ● Incorporate reading and writing into lessons where appropriate. <p>These instructional support documents support the work teachers do by providing:</p> <ul style="list-style-type: none"> ● Pertinent content background information; ● Examples of student misconceptions; ● Resources to assist and enhance instruction (electronic, web-based, software, etc.) ● Materials and equipment needed along with maintenance and safe use. ● Technical support for the use of multi-media, equipment and technology resources. 		<p>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.</p>
	<p>5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).</p>	5	<p>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.</p>
	<p>5c) Instructional materials are accessible to students including</p> <ul style="list-style-type: none"> ● Varied learning ability/disabilities; ● Special needs (e.g., auditory, visual, physical, speech, emotional); ● English language proficiency; ● Cultural differences; ● Different learning styles; and 	5	<p>At least 90% of Instructional materials are accessible to students with various learning disabilities. For example, materials have many features such as</p>

	<ul style="list-style-type: none"> Gender. 		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
<p>(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.	5	100% evidence - text clearly states objective for each lesson - uses text features like different colors to show Titles from SubTitles or highlighted vocabulary.
	6b) The total amount of content is viable 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, pictures, and/or other features that aid students and teachers in using the book effectively.	5	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 grade/level appropriate .	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 this text.

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

Evaluator 3

Rating Committee: Social Studies 6-8

Publisher: Pearson

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

Use the following Rubric to Rate each Criteria Indicator
 STRONG EVIDENCE (meets 80-100%) = 5; MODERATE EVIDENCE (meets 50 – 79%) = 3; NO EVIDENCE (meets less than 50%) = 0
 Instructional materials/Textbooks must meet this requirement in order to be rated on SECTION Two of this rubric. If this resource does not score 90 points on SECTION One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.

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

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

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

	3e) Assessment tools include multiple measures of student performance, such as selected response, short answer, essay, oral presentation, debates and speeches, service-learning projects, research projects, certificates, and performance-based tasks.	5	
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(4) Universal Access Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level. <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	
	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	
	4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade levels below and to assist in accelerating students' skills to grade level.	5	
	4d) Materials must address the needs of students who are at or above grade level.	5	

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

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

	5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).	5	
	5c) Instructional materials are accessible to students including <ul style="list-style-type: none"> • Varied learning ability/disabilities; • Special needs (e.g., auditory, visual, physical, speech, emotional); • English language proficiency; • Cultural differences; • Different learning styles; and • Gender. 	5	
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.	5	
	6b) The total amount of content is viable for a school year.	5	
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.	5	
	6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate .	5	
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.	5	

	6f) All supplemental materials are aligned to the text content with a clear match to content.	5	
	6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic organizers, etc.).	5	
TOTAL SCORE (PART 2)		50	
TOTAL SCORE (PART 1 and 2)		140	

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

Evaluator 5

Rating Committee: Social Studies 6-8

Publisher: Pearson

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 _____

Use the following Rubric to Rate each Criteria Indicator
STRONG EVIDENCE (meets 80-100%) = 5; MODERATE EVIDENCE (meets 50 – 79%) = 3; NO EVIDENCE (meets less than 50%) = 0
 Instructional materials/Textbooks must meet this requirement in order to be rated on SECTION Two of this rubric. If this resource does not score 90 points on SECTION One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.

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

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

			<p>taught at 6th grade and/ or 8th grade.</p> <p>MISSISSIPPI COLLEGE- and CAREER-READINESS STANDARDS for the Social Studies • 2018 13 MS CCRS for the Social Studies Suggested Course Sequence Secondary Options for 6th – 9th Social Studies page 13</p>
	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	Under options 1 and 3 Mississippi Studies is taught in the 8th grade. there was no text submitted for my review.
	1c) Instructional materials reflect and incorporate the content of the <i>MS CCRS for the Social Studies</i>	5	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" Determine how citizenship roles vary within different political structures including but not limited to democratic, totalitarian and monarchical systems."

			<p>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.</p>
<p>(2) Program Organization Materials adequately address the sequence and organization of the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>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.</p>	<p>3</p>	<p>The Word Geography book is for two different grades, so it is difficult to see the sequencing.</p> <p>There are no materials to teach the 8th grade Mississippi Studies objectives.</p>

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(4) Universal Access Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level.</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	yes- this is even present within the teacher volume at point of use
	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.		

Section 2: Instructional Planning and Support

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

	<ul style="list-style-type: none"> • Cultural differences; • Different learning styles; and • Gender. 		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.		
	6b) The total amount of content is viable for a school year.		
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.		
	6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate .		
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.		
	6f) All supplemental materials are aligned to the text content with a clear match to content.		
	6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic organizers, etc.).		
TOTAL SCORE (PART 2)		0	
TOTAL SCORE (PART 1 and 2)		82	

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

Evaluator 6

Rating Committee: Social Studies 6-8

Publisher: Pearson

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

Use the following Rubric to Rate each Criteria Indicator
STRONG EVIDENCE (meets 80-100%) = 5; MODERATE EVIDENCE (meets 50 – 79%) = 3; NO EVIDENCE (meets less than 50%) = 0
 Instructional materials/Textbooks must meet this requirement in order to be rated on SECTION Two of this rubric. If this resource does not score 90 points on SECTION One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.

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

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

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

	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	

Section 2: Instructional Planning and Support

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

	<ul style="list-style-type: none"> • Technical support for the use of multi-media, equipment and technology resources. 		
	5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).		
	5c) Instructional materials are accessible to students including <ul style="list-style-type: none"> • Varied learning ability/disabilities; • Special needs (e.g., auditory, visual, physical, speech, emotional); • English language proficiency; • Cultural differences; • Different learning styles; and • Gender. 		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.		
	6b) The total amount of content is viable for a school year.		
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.		
	6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate .		

	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.		
	6f) All supplemental materials are aligned to the text content with a clear match to content.		
	6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic organizers, etc.).		
TOTAL SCORE (PART 2)			
TOTAL SCORE (PART 1 and 2)		83	

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

Evaluator 8

Rating Committee: Social Studies 6-8

Publisher: Pearson

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 8

Use the following Rubric to Rate each Criteria Indicator
 STRONG EVIDENCE (meets 80-100%) = 5; MODERATE EVIDENCE (meets 50 – 79%) = 3; NO EVIDENCE (meets less than 50%) = 0
 Instructional materials/Textbooks must meet this requirement in order to be rated on SECTION Two of this rubric. If this resource does not score 90 points on SECTION One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.

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

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

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

	3e) Assessment tools include multiple measures of student performance, such as selected response, short answer, essay, oral presentation, debates and speeches, service-learning projects, research projects, certificates, and performance-based tasks.	5	
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(4) Universal Access Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level. <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	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	

Section 2: Instructional Planning and Support

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(5) SCAFFOLDING AND SUPPORT Instructional planning and support information and materials specially designed for use by teachers in implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p>x YES <input type="checkbox"/> NO</p>	<p>5a) There are separate teacher support materials to assist teachers:</p> <ul style="list-style-type: none"> • Organize and sequence effective learning experiences for students; • Utilize instructional materials to develop a variety of effective teaching strategies for student learning; • Utilize teacher's use of social studies and inquiry; and 	3	These items are presented in the teachers edition and on the online resources except for Examples of

	<ul style="list-style-type: none"> ● Incorporate reading and writing into lessons where appropriate. <p>These instructional support documents support the work teachers do by providing:</p> <ul style="list-style-type: none"> ● Pertinent content background information; ● Examples of student misconceptions; ● Resources to assist and enhance instruction (electronic, web-based, software, etc.) ● Materials and equipment needed along with maintenance and safe use. ● Technical support for the use of multi-media, equipment and technology resources. 		student misconceptions; 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	
	5c) Instructional materials are accessible to students including <ul style="list-style-type: none"> ● Varied learning ability/disabilities; ● Special needs (e.g., auditory, visual, physical, speech, emotional); ● English language proficiency; ● Cultural differences; ● Different learning styles; and ● Gender. 	5	
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year.	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.	5	

<p>The information is organized logically and presented clearly using multiple methods.</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	6b) The total amount of content is viable for a school year.	5	
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.	5	
	6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate .	5	
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.	5	
	6f) All supplemental materials are aligned to the text content with a clear match to content.	5	
	6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic organizers, etc.).	5	
TOTAL SCORE (PART 2)		48	
TOTAL SCORE (PART 1 and 2)		138	

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

Evaluator 9

Rating Committee: Social Studies 6-8

Publisher: Pearson

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

Use the following Rubric to Rate each Criteria Indicator
 STRONG EVIDENCE (meets 80-100%) = 5; MODERATE EVIDENCE (meets 50 – 79%) = 3; NO EVIDENCE (meets less than 50%) = 0
 Instructional materials/Textbooks must meet this requirement in order to be rated on SECTION Two of this rubric. If this resource does not score 90 points on SECTION One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(1) ALIGNMENT AND ACCURACY Materials adequately address the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> . <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	1a) The majority of the <i>MS CCRS for the Social Studies</i> are incorporated, to the full depth of the standards.	3	Lacking content for the civics strand
	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	Lacking content for the civics strand

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

	<i>College- and Career-Readiness Standards (MS CCRS) for the Social Studies.</i>		
	3d) Materials provide rubrics that are content-specific and provide an explanation of the use of the rubrics by teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence.	5	
	3e) Assessment tools include multiple measures of student performance, such as selected response, short answer, essay, oral presentation, debates and speeches, service-learning projects, research projects, certificates, and performance-based tasks.		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(4) Universal Access Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level. <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	
	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	
	4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade	5	

	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	

Section 2: Instructional Planning and Support

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

	<ul style="list-style-type: none"> • Materials and equipment needed along with maintenance and safe use. • Technical support for the use of multi-media, equipment and technology resources. 		
	5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).		
	5c) Instructional materials are accessible to students including <ul style="list-style-type: none"> • Varied learning ability/disabilities; • Special needs (e.g., auditory, visual, physical, speech, emotional); • English language proficiency; • Cultural differences; • Different learning styles; and • Gender. 		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.		
	6b) The total amount of content is viable for a school year.		
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.		
	6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate .		

	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.		
	6f) All supplemental materials are aligned to the text content with a clear match to content.		
	6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic organizers, etc.).		
TOTAL SCORE (PART 2)			
TOTAL SCORE (PART 1 and 2)		87	