

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

Evaluator 1

Rating Committee: Social Studies 9-12

Publisher: Pearson

Title of Textbook Series/Instructional Program: UNITED STATES HISTORY RECONSTRUCTION TO THE PRESENT STUDENT EDITION PLUS 5-YEAR DIGITAL COURSEWARE ISBN# 9780133332575

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

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of the material provides structure concerning what students should learn each year and allows teachers to convey the historical content efficiently and effectively.	5	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><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>5a) There are separate teacher support materials to assist teachers:</p> <ul style="list-style-type: none"> ● Organize and sequence effective learning experiences for students; ● Utilize instructional materials to develop a variety of effective teaching strategies for student learning; ● Utilize teacher’s use of social studies and inquiry; and ● Incorporate reading and writing into lessons where appropriate. <p>These instructional support documents support the work teachers do by providing:</p> <ul style="list-style-type: none"> ● Pertinent content background information; ● Examples of student misconceptions; ● Resources to assist and enhance instruction (electronic, web-based, software, etc.) ● Materials and equipment needed along with maintenance and safe use. ● Technical support for the use of multi-media, equipment and technology resources. 	5	

	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.	3	The textbook could have posted the Learning Standard associated with each lesson or unit.
	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)		47	
TOTAL SCORE (PART 1 and 2)		137	

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

Evaluator 4

Rating Committee: Social Studies 9-12

Publisher: Pearson

Title of Textbook Series/Instructional Program: UNITED STATES HISTORY RECONSTRUCTION TO THE PRESENT STUDENT EDITION PLUS 5-YEAR DIGITAL COURSEWARE

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

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	
	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 type="checkbox"/>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,	5	

	service-learning projects, research projects, certificates, and performance-based tasks.		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(4) Universal Access Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level. <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	
	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	
	4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade levels below and to assist in accelerating students' skills to grade level.	5	
	4d) Materials must address the needs of students who are at or above grade level.	5	
TOTAL SCORE (PART 1)	If this resource does not score 90 points on Section One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.	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 <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>5a) There are separate teacher support materials to assist teachers:</p> <ul style="list-style-type: none"> ● Organize and sequence effective learning experiences for students; ● Utilize instructional materials to develop a variety of effective teaching strategies for student learning; ● Utilize teacher’s use of social studies and inquiry; and ● Incorporate reading and writing into lessons where appropriate. <p>These instructional support documents support the work teachers do by providing:</p> <ul style="list-style-type: none"> ● Pertinent content background information; ● Examples of student misconceptions; ● Resources to assist and enhance instruction (electronic, web-based, software, etc.) ● Materials and equipment needed along with maintenance and safe use. ● Technical support for the use of multi-media, equipment and technology resources. 	5	
	<p>5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).</p>	5	

	<p>5c) Instructional materials are accessible to students including</p> <ul style="list-style-type: none"> ● Varied learning ability/disabilities; ● Special needs (e.g., auditory, visual, physical, speech, emotional); ● English language proficiency; ● Cultural differences; ● Different learning styles; and ● Gender. 	5	
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.	5	
	6b) The total amount of content is viable for a school year.	5	
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.	5	
	6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate .	5	
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.	5	
	6f) All supplemental materials are aligned to the text content with a clear match to content.	5	
	6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic organizers, etc.).	5	
TOTAL SCORE (PART 2)		50	

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

Evaluator 5

Rating Committee: Social Studies 9-12

Publisher: Pearson

Title of Textbook Series/Instructional Program: **UNITED STATES HISTORY RECONSTRUCTION TO THE PRESENT STUDENT EDITION PLUS 5-YEAR DIGITAL COURSEWARE**

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

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	The primary sources located in this textbook also have assessments to test comprehension skills.
<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.	3	This textbook offers little to no opportunity to improve on vocabulary.
	2d) The materials support the development of academic vocabulary for all students and provide instruction and opportunities for student practice and application in key vocabulary.	3	
<p>(3) Assessment Tools and strategies measure what students know and are able to do.</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	3a) Assessment tools should reflect what students know and are able to do.	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.	0	Each topic assessments is based on “writing a paragraph.”
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(4) Universal Access Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level.	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	
	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	

<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade levels below and to assist in accelerating students' skills to grade level.	3	
	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.	79	

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; 		

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

	6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate .		
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.		
	6f) All supplemental materials are aligned to the text content with a clear match to content.		
	6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic organizers, etc.).		
TOTAL SCORE (PART 2)			
TOTAL SCORE (PART 1 and 2)		79	

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

Evaluator Brett Mayfield

Rating Committee: Social Studies 9-12

Publisher: Pearson

Title of Textbook Series/Instructional Program: **UNITED STATES HISTORY RECONSTRUCTION TO THE PRESENT STUDENT EDITION PLUS 5-YEAR DIGITAL COURSEWARE**

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

Use the following Rubric to Rate each Criteria Indicator
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Section 1: Alignment with Standards – This is a requirement for submission.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(1) 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.	3	
	1b) Instructional materials support instruction designed to ensure that students master all <i>MS CCRS for the Social Studies</i> for the intended grade level.	3	
	1c) Instructional materials reflect and incorporate the content of the <i>MS CCRS for the Social Studies</i>	3	

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

	3e) Assessment tools include multiple measures of student performance, such as selected response, short answer, essay, oral presentation, debates and speeches, service-learning projects, research projects, certificates, and performance-based tasks.	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 type="checkbox"/> YES <input type="checkbox"/> NO	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	3	
	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	
	4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade levels below and to assist in accelerating students' skills to grade level.	3	
	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.	68	
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Section 2: Instructional Planning and Support

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

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

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

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

Evaluator 8

Rating Committee: Social Studies 9-12

Publisher: Pearson

Title of Textbook Series/Instructional Program: UNITED STATES HISTORY RECONSTRUCTION TO THE PRESENT STUDENT EDITION PLUS 5-YEAR DIGITAL COURSEWARE

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

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 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,	5	

	service-learning projects, research projects, certificates, and performance-based tasks.		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(4) Universal Access Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level. <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	
	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	
	4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade levels below and to assist in accelerating students' skills to grade level.	5	
	4d) Materials must address the needs of students who are at or above grade level.	5	
TOTAL SCORE (PART 1)	If this resource does not score 90 points on Section One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.	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 ● Incorporate reading and writing into lessons where appropriate. <p>These instructional support documents support the work teachers do by providing:</p> <ul style="list-style-type: none"> ● Pertinent content background information; ● Examples of student misconceptions; ● Resources to assist and enhance instruction (electronic, web-based, software, etc.) ● Materials and equipment needed along with maintenance and safe use. ● Technical support for the use of multi-media, equipment and technology resources. 	5	
	<p>5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).</p>	5	

	<p>5c) Instructional materials are accessible to students including</p> <ul style="list-style-type: none"> ● Varied learning ability/disabilities; ● Special needs (e.g., auditory, visual, physical, speech, emotional); ● English language proficiency; ● Cultural differences; ● Different learning styles; and ● Gender. 	5	
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.	5	
	6b) The total amount of content is viable for a school year.	5	
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.	5	
	6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate .	5	
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.	5	
	6f) All supplemental materials are aligned to the text content with a clear match to content.	5	
	6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic organizers, etc.).	5	
TOTAL SCORE (PART 2)		50	

TOTAL SCORE (PART 1 and 2)		140	
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	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	5	Primary sources available in abundance. Online suite is amazing.
<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	Noticeable ELL, differentiation, and remediation activities present throughout chapters.
	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	Lots of examples of historical evidence and critical thinking activities at the

			end of each chapter/unit.
	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	I would like to see more examples of formative assessments for schools that do not have access to premium technology.
	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	Use of writing is evident throughout. Rubrics available online, but could not find for all topics.
	3e) Assessment tools include multiple measures of student performance, such as selected response, short answer, essay, oral presentation, debates and speeches, service-learning projects, research projects, certificates, and performance-based tasks.	5	Many examples throughout text. Lots of ways to measure assessment.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(4) Universal Access Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level.</p> <p>X YES <input type="checkbox"/> NO</p>	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	
	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	
	4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade levels below and to assist in accelerating students' skills to grade level.	5	Differentiation and remediation activities present throughout.
	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</p>	5a) There are separate teacher support materials to assist teachers:	5	

<p>implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	<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>	5	<p>The constant use of different types of activities and supplemental material make this ideal for all learners.</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	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</p> <p>X YES <input type="checkbox"/> NO</p>	<ul style="list-style-type: none"> • Gender. <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.</p>	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.	3	Did not see footnotes. Everything else is present.
	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	This book is honestly a great example of what a U.S. History book should look like. Everything in this book is

			geared to make a teacher's life easier and for the students to master the content!
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