 **UNITED STATES GOVERNMENT AND CIVICS INSTRUCTIONAL MATERIALS SCREENING INSTRUMENT**

**SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA**

*All submissions must be aligned to the Tennessee Social Studies Standards and therefore must meet the non-negotiable criteria of Section I prior to moving to Section II.*

*Note: The Tennessee standards including the introduction and grade level standards appropriate to this screening instrument and this screening instrument should be read in full prior to reviewing materials.* Evaluatorsof materials must be well versed in the standards for the grade/course(s) aligned to the materials in question, how the content fits into the progressions in the content standards, and the expectations of the standards. Additionally, special attention should be made to the Social Studies Practices, which are specific skills that students should apply when learning about social studies. The Social Studies Practices should be applied regularly in the classroom and guide inquiry and critical thinking and are not to be done in isolation.

**rr**

**UNITED STATES GOVERNMENT AND CIVICS**

**Course Description**: Students will study the purposes, principles, and practices of American government as established by the United States Constitution. Students will learn the structure and processes of the government of the state of Tennessee and local governments. Students will recognize their rights and responsibilities as citizens as well as how to exercise these rights and responsibilities at the local, state, and national levels.

This course can be used for compliance with T.C.A. § 49-6-1028, in which all districts must ensure that a project-based civics assessment is given at least once in grades 4–8 and once in grades 9–12.

***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*

***Including****: used to say that a person or thing is a part of a group*

***i.e.****: “that is” or “in other words”; specific examples that should be used*

***e.g.****: “for example”; examples that could be used, but examples are not limited to those listed*

**SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA**

*All submissions must be aligned to the Tennessee State Social Studies Standards and therefore must meet 100% of the non-negotiable criteria of Section I prior to moving to Section II.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SECTION I. Alignment to Tennessee State Social Studies Standards**  ***Part A.*** The instructional materials represent 100% alignment with the Tennessee State Social Studies Standards and explicitly focus teaching and learning on the grade level standards, topics, and content strands at a level of rigor necessary for students to reach mastery: | | | | | |
| **Foundations of Constitutional Government** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  | **x** | **GC 01,02,18** |
| GC.01 | Examine the influences of leading European thinkers (e.g., John Locke, Charles-Louis Montesquieu, Thomas Hobbes) and other roots of American government (e.g., Greek democracy, Roman republic, Magna Carta). | |  | x | Reference is made to John Locke on page 11, 15, and 26 but no basis is mentioned for his premise and his historical foundation. Locke wrote that all individuals are equal in the sense that they are born with certain "inalienable" natural rights. That is, rights that are God-given and can never be taken or even given away. Among these fundamental natural rights, Locke said, are "life, liberty, and property." Critical to Locke’s thinking was that these rights derived from a deeper source than the government. They derived from God. As God given no government should or has any right to take them away. This gives man a greater claim to rights than a government with laws coming and going and the perplexing chicanery of political horse-trading. This is important because what a government giveth it may take away. Since Locke based his beliefs on God, the God of Christianity the historical basis should at least discuss that source Locke had, the Bible. There is no mention of the Bible or Locke’s fervor. Something as relatively unimportant as Hamaridi’s Law is included for the underpinning of our government. The flight to America for religious freedom, the strongly held religiously belief of our founders as well as Locke, Blackstone should be discussed.  The Ten Commandments have been added, unabridged would have been more accurate and it appears much room is available with the suggested cutting of extraneous material, such as unnecessary questions, cartoons, and explanations that are opinion based.  The discussion of Locke and Blackstone continues to strip Them of all historical Christian references. None of the old or new pages contain these. Lock’s Two Treatises are severely abridged. Tennessee Code makes it clear that content based censorship will not be tolerated. TCA 49-6-1011 section b and d. |
| GC.02 | Examine the Declaration of Independence and American grievances against British rule. | |  | x | GC.02 The Declaration of Independence relied on Locke. Jefferson described it as “pure Locke” Locke relied on “the Laws of Nature” and “Natures God” . Locke’s God is the God of The Bible and Gods laws are the Ten Commandants. Mcgraw should say this instead they seem to be sanitizing their book from Christian references.  The grievances against the British led to the specific founding of colonies by religious groups. “Several of the original Thirteen Colonies were established by settlers who wished to practice their own religion within a community of like-minded people: the Massachusetts Bay Colony was established by English Puritans (Congregationalists) and Pilgrims (the first permanent settlement in New England was the Plymouth Colony). Pennsylvania was settled by British Quakers, Maryland by English Catholics, Virginia by English Anglicans, and Delaware by the Lutherans. Huguenots, Catholics, Dutch Mennonites, French Huguenots, German Baptists, Portuguese Jews, English Anglicans. Lutherans, Moravians, Amish, Dunkers, Presbyterianscameaswell. These groups founded America to get away from the harsh monarchial governments of England and other European countries. These groups, their leaders, and contributors are completely left our of the discussion. By leaving them out the discussion, **the result**, and their contribution is missed as well.  These groups their motivation to come, their sacrifices, and beliefs still find almost no mention or discussion in this book.  The English colonies became almost entirely Protestant by the time of the American Revolution.”  Simply put Christian thought, laws, and prayers permeated the founding of our country. You cannot study American Government without this Christian basis being discussed. |
| GC.03 | Identify the strengths and weaknesses of the Articles of Confederation. | | x |  | GC.03 Finance was a huge problem with the articles, Haym Saloman financed the war and went bankrupt with the US never paying its debt to him. He was a Jew,a businessman and a patriot and should be mentioned.    This is an great example of depending on volunteers to finance government. |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | |
| GC.04 | Discuss the Constitutional Convention of 1787, including the Great Compromise and the ensuing debate over ratification between the Federalists and Anti-Federalists. | | x |  |  |
| GC.05 | Describe the purposes and functions of government as outlined in the Preamble of the Constitution. | | x |  |  |
| GC.06 | Describe limited government within the Constitution, including: | | x |  |  |
| * Checks and balances * Civilian control of the military * Federalism | * Judicial review * Popular sovereignty * Rule of law * Separation of powers |
| GC.07 | Describe the structure of the Constitution and the process to amend it. | | x |  |  |
| GC.08 | Analyze how the Bill of Rights limits the powers of the government and ensures individual rights. (T.C.A. § 49-6-1028) | | x |  |  |
| GC.09 | Define the concepts of democracy and republic, and examine the relationship between the two. | | x |  | As Ben Franklin said “A republic, Madam, if you can keep it.” MGH mentions Ben Franklin several times without this quote or any other. He should be. When dealing with the “standards” I’m seeing a lack of quotes from our foundational figures leading to less substance. |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***Including****: used to say that a person or thing is a part of a group.* | | | | | |
| **The Legislative Branch** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| GC.10 | Analyze Article I and the 17th Amendment of the Constitution as they relate to the legislative branch, including: eligibility for office, roles, length of terms, and election to office for representatives and senators, respectively. | | x |  |  |
| GC.11 | Describe the census and its role in redistricting and reapportionment, including the role of *Baker v. Carr*. | | x |  |  |
| GC.12 | Identify leadership positions of the legislative branch, including:   * Majority and minority leaders * President pro tempore * Role of the vice president * Speaker of the House | | x |  |  |
| GC.13 | Describe the process of how a bill becomes a law. | | x |  |  |
| GC.14 | Identify the Tennessee representatives and senators to U.S. Congress. | | x |  | Good job, clear, and bio included. |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***Including****: used to say that a person or thing is a part of a group.* | | | | | |
| GC.15 | Describe the powers of U.S. Congress, including: | | x |  |  |
| * Appropriations * Commerce * Confirmations | * Declaration of war * Implied powers * Necessary and proper clause |
| **The Executive Branch** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| GC.16 | Analyze Article II of the Constitution as it relates to the executive branch, including: | | x |  |  |
| * Appointments * Commander-in-chief of the military * Eligibility for office * Executive orders * Length of term (22nd Amendment) | * Oath of office * Powers of the president * Succession (25th Amendment) * Treaties |
| GC.17 | Identify major departments of the executive branch, including: | | x |  | GC 17 With an average of 6 lines per department it needs more elucidation. Mcgraw talks of about 2 million federal employees when fed employees, fed contractors, fed grant employees, military, and postal contain nearly 10 million employees. |
| * Defense * Education * Justice | * State * Treasury |
| GC.18 | Explain the Electoral College system, and compare and contrast arguments for and against it. | |  | x | GC.18 Page 369,370,371 Rather than discuss “compare and contrast arguments for and against the Electoral College System” MGH headlines the discussion with the “weaknesses” of the system. After a page and a half of weaknesses and other “solutions” including one of dubious legal merit 5 lines are offered at the end for a defense. Even here only spurious, weak arguments are offered. Like propaganda this presumes getting to a presupposed end. |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***Including****: used to say that a person or thing is a part of a group.* | | | | | |
| **The Judicial Branch** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| GC.19 | Analyze Article III of the Constitution as it relates to judicial power, including the length of terms and the jurisdiction of the U.S. Supreme Court. | | x |  | GC.19 Page 500 chart through and useful |
| GC.20 | Explain the processes of selection and confirmation of Supreme Court justices. | | x |  |  |
| GC.21 | Explain the process of judicial review established by *Marbury v. Madison*. | | x |  | GC.21 OK but Marbury vs. Madison must be discussed more. It is not only a case with political intrigue but with other interesting facts. Why did Marbury not take his case to a lower court where he probably would have won? Did the supreme court take the case, to take power, finding Marbury losing by letting the government win the case at the expense of accepting the voiding of the law by the court? |
| GC.22 | Describe the Supreme Court’s role in determining the constitutionality of laws and acts of the legislative and executive branches. | | x |  |  |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***Including****: used to say that a person or thing is a part of a group.* | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Civil Liberties** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| GC.23 | Evaluate the Supreme Court’s interpretations of the freedoms articulated in the 1st Amendment, including: | | x |  | GC.23 OK Miller v. Ca could be expanded a bit to discuss the rules for obscenity laid down by the court for discussion. The cases lack depth of discussion and are spread thinly through book. To compare them they need to be grouped for discussion so as to allow comparative analysis beside flipping all over the place to get repetitive snippets. |
| * *Schenck v. United States* * *Engel v. Vitale* * *Tinker v. Des Moines* * *Lemon v. Kurtzman* | * *New York Times v. United States* * *Miller v. California* * *Texas v. Johnson* |
| GC.24 | Explain the 2nd Amendment, and evaluate its various interpretations. | | x |  | GC.24 OK Need explanation on page 77 as a concern as the government (British at that time) was taking up guns to subjugate the colonists. Gun rights in the bill of rights were there because the framers did fear government and therefor felt citizens should be able to protect themselves. Dr. Ben Carson was much maligned for suggesting the removal of guns from the German people contributed to the Holocaust, but Jewish gun rights were eliminated before the Holocaust. |
| GC.25 | Evaluate the Supreme Court’s interpretations of freedoms in the 4th through 8th Amendments, including:   * *Mapp v. Ohio* * *Gideon v. Wainwright* * *Miranda v. Arizona* | | x |  |  |
| GC.26 | Evaluate the Supreme Court’s interpretations of the freedoms in the 14th Amendment, equal protection, and due process clauses, including: | | x |  |  |
| * *Plessy v. Ferguson* * *Gitlow v. New York* * *Brown v. Board of Education* | * *Roe v. Wade* * *Obergefell v. Hodges* |
| GC.27 | Identify and explain legislation and legal precedents that established rights for the underserved, including Title IX and the Americans with Disabilities Act. | | x |  | GC.27 Page 110 on Title 9 bottom of page The discussion of mandates goes under the assumption that mandates are good never dealing with the other side of the issue. Unintended consequences of higher local taxes, violation of others rights and bureaucratic regulations are not considered. These questions should be added and discussed.  I have to ask you say unfunded mandates are unpopular with state leaders. Exactly who are they popular with? |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***Including****: used to say that a person or thing is a part of a group.* | | | | | |
| **Tennessee State and Local Government** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| GC.28 | Identify the functions of departments and agencies of the executive, legislative, and judicial branches in the state of Tennessee. | | x |  |  |
| GC.29 | Explain the differences among the types of local governments in Tennessee, including county, city, and metro governments, as well as the legal, fiscal, and operational relationships between them and the state government. | | x |  | Page 283 states we have 92 counties. This should be changed to 95 |
| GC.30 | Identify the current governor of Tennessee and the representatives in the General Assembly (for a student’s respective district). | | x |  |  |
| **Citizen Participation** | | | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | |  |  |  |
| GC.31 | Describe what should be reasonably expected from any citizen or resident of the U.S., and explain why it is important for the well-being of the nation, including: | | x |  | GC.31 On page 602 we are asked if someone from another country, not a US citizen, should have the right to vote. If the question is asked it demands the discussion on the history of why voting rights were so important to the legal immigrants who came here. There is bias that somehow the wrong people vote, and many are disenfranchised. Substitute examples and understanding of the importance of secure elections and compare our elections to the Latin Americans countries with failing republics, communist states, and third world countries where elections are grossly manipulated. Explain cemetery voting and purchase of votes with liquor in some large cities.  Instead of asking about the maturity of voters, the responsibility, the knowledge voters need to vote the book on page 608 wishes to engage the pupils in a discussion on whether 16 year olds should vote. |
| * Being informed on civic issues * Obeying the law * Paying taxes * Respecting the rights of others | * Serving as a juror * Serving in the military or alternative service * Volunteering and performing public service * Voting |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***Including****: used to say that a person or thing is a part of a group.* | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| GC.32 | Explain the role of political parties in the nomination process for presidential candidates and the importance of and difference between primaries, caucuses, and general elections. | | x | |  | | GC.32 MGH lobbies to change the primary system on page 362. Rather than showcasing an internet system it should point out the technological failures of hacking, phishing, bad software, malware etc. It should also mention elections are worthless unless clean, honest and above reproach. It must point out that voter qualifications, picture Id’s, in person voting make the result more trusted.  When people trust the system they are more likely go the trouble of voting. |
| GC.33 | Describe the role of the media as a means of communicating information and how it influences the importance of issues and public opinion. | | x | |  | | Very thorough discussion of the media. The question of bias is somewhat danced around. Page 690 suggests bias, sensational stories regarding violence, and celebrities have caused confidence in the media to decline to **8%.** Pew and Gallup/Knight polls have findings that the public notices a liberal bias. The majority of talk show hosts are liberal. Newpapers endorsed Obama 158/5 in 2012 and Clinton 250/20 in 2016 The text should simply state or analyse these facts or say that “most media in America have a liberal bias.” |
| GC.34 | Describe the means that citizens use to participate in the political process, including: | | x | |  | | GC.34 Voter guide on pge 636 should be changed. It states low voter turnout because of to many elections. In a democratic republic we need more input from the citizens not less. Bias shows by blaming low turnout on photo ID. which insure against vote fraud. MGH further says a national registration system might increase voter turnout. Taking election further from the people is again less democratic and would create states’ rights issues. Page argues a particular and biased points of view. |
| * Campaigning * Demonstrating * Lobbying | * Petitioning * Running for office * Voting |
| GC.35 | Explain the requirements to be considered a natural-born U.S. citizen, and describe the process of naturalization, including the knowledge required by the Naturalization Test. | | x | |  | |  |
| **UNITED STATES GOVERNMENT AND CIVICS SECTION IA:** | | | | **Yes** | | **No** | **Notes (summary of notes from section IA)** |
| The instructional materials reviewed in section IA represents 100% alignment with the Tennessee Social Studies Standards and explicitly focuses teaching and learning on the grade level standards at a level of rigor necessary for students to reach mastery. | | | |  | | **x** | **Still to much extraneous opinion Text has deleted or failed provide religious historical influences in fundamental, foundation and primary documents and their primary influencers.** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SECTION I. Alignment to Tennessee State Social Studies Standards**  ***Part B. Focus:*** Instruction centers on the grade level topic, content strands, and Social Studies Practices at the level articulated within the standards. | | | | |
|  | | **Yes** | **No\*** | **\* Evidence of extraneous or inaccurate materials** |
| Materials focus on the grade level standards (i.e., does not include information from outside of the scope of the grade level standards or use disconnected facts and details). | | **x** |  | **Grade level yes,** |
| Materials are accurate and grade level appropriate. | |  | **x** | **Grade level yes inaccurate GC 17,**  **GC 31, GC 34** |
| ***Part C. Content Strands***: Supports the use of the content topics found within the Tennessee State Standards through the integration of the content strands. The content strands are focused on the seven disciplines of social studies and represent a way of categorizing knowledge about the human experience. The content strands help to organize the various themes of social studies instruction at age-appropriate levels. The content strands should be used within instructional materials to show the interconnectedness of the content strands with each other. | | | | |
| **Content Strand** | **Targets for Content Strand** | **Yes** | **No** | **Evidence (include evidence of the integration of the content strands)** |
| **Culture** | Use culture and cultural diversity to understand how human beings create, learn, share, and adapt to culture.  *This course has implied content.* | ***x*** |  |  |
| Understand the role of culture in shaping lives and society.  *This course has implied content.* | ***x*** |  |  |
| **Economics** | Use economic reasoning skills and knowledge of major economic concepts, issues, and systems.  *This course has implied content.* |  | ***X*** | ***On page 216 implies an executive order can create a job, fails to analyze cost effects on economy when it takes the taxes of one and arbitrarily gives it to another. Fails to consider socialist aspects but pretends this a way to solve employment problems. Simplistic, shows no real understanding of money flows, income redistribution, or economic dislocation.*** |
| Make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.  *This course has implied content.* | ***x*** |  |  |
| **Geography** | Use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity.  *This course has implied content.* | ***x*** |  |  |
| Explain the interactions that occur in an increasingly interdependent world.  *This course has implied content.* | ***x*** |  |  |
| Use knowledge of perspectives as well as practices and products of cultural, ethnic, and social groups to analyze the impact of their commonality and diversity within local, national, regional, and global settings.  *This course has implied content.* | ***x*** |  |  |
| **History** | Use materials drawn from the diversity of the human experience to analyze and interpret significant events, patterns, and themes in history.  *This course has implied content.* | ***x*** |  |  |
| **Politics (Politics/ Government)** | Use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels. | ***x*** |  |  |
| Understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare. | ***x*** |  |  |
| Use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system. | ***x*** |  | ***Perfunctory efforts lacks basic facts***  ***Basic facts added*** |
| **Tennessee History** | Students will use materials drawn from various sources to explore history through a Tennessee lens while focusing on the events, patterns, and themes that impacted both the U.S. and Tennessee.  *This course has implied content* |  | ***x*** | ***See bias above in section 1*** |
| **Additional comments on integration of the content strands into the materials:** | | | | |
| ***Part D. Social Studies Practices***: Social studies practices are specific skills that students should apply when learning social studies. They provide learning experiences that support a progression of student competencies and skills through active engagement and the continuous refinement of knowledge and ability through the content topics found in the grade or course level standards. Instructional materials should provide resources through which teachers engage in the SSP. This may include but are not limited to the following: graphics, artifacts, media sources, technology sources, and other Primary and Secondary sources. | | | | |
| **Social Studies Practices** | **Targets for the Social Studies Practices** | **Yes** | **No** | **Evidence (include evidence of knowledge and skill progression within units, grade level, and between grade levels)** |
| **SSP.01** | Gather information from a variety of primary and secondary sources. | ***x*** |  |  |
| **SSP.02** | Critically examine primary or secondary source(s). |  | ***x*** | SSP.02 Most are good but page 4 primary sources confuse the student, how can a primary source be a fictional entertainment having nothing to do with any history, only fantasy. Thomas Hobbs quote seems only thrown in only to give credence to those less memorable. Our religious history demands the law running the gambit from Locke to Blackstone, Jefferson to Adams intertwined with the Bible. When John Adams spoke of the death penalty our most sever law he did it with the compassion of love of ones self invoking the laws of God. Those laws are the Ten Commandments. |
| **SSP.03** | Organize data from a variety of sources. |  | ***x*** | Quotes from founders including but not limited to the signers of the Declaration of Independence, and the Constitution considering their motivations and beliefs would have been more useful than many of the cartoons and opinions. |
| **SSP.04** | Construct and communicate arguments supported by evidence. | ***x*** |  |  |
| **SSP.05** | Develop historical awareness. | ***x*** |  |  |
| **SSP.06** | Develop geographic awareness. | ***x*** |  | ***Maps could be clearer, Tennessee map of legislative districts particularly*** |
| **Additional comments on the Social Studies Practices within materials:** | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| ***Part E. Tennessee Code Annotated***: Supports the various laws mandated by the Tennessee General Assembly and ensures that appropriate attention is given to these specific areas. | | | |
|  | **Yes** | **No** | **Evidence (include evidence of the use of T.C.A. related materials within units, grade level, and between grade levels)** |
| **T.C.A. § 49-6-1028**  *Students shall be taught about the formation of the governments of the United States and Tennessee using federal and state foundational documents. They shall also be taught the significance and relevance of those federal and state foundational documents today.* | **x** |  | **Mentions and examples spread liberally throughout text but antidotal anomalies do not provide the depth and breath to understand the missing documents**  **Added documents** |
| *(E) Why Tennessee has had three (3) constitutions, the Constitutions of 1796, 1834, and 1870, and how changes have been made to the Tennessee Constitution of 1870.* | **x** |  | **Tennessee material missing**  **Material added** |
| *(F) How other foundational documents of the United States and Tennessee aided in the formation of the federal and state governments.* | **x** |  | **Text on page 87 actually tells the student to go out and find the state constitution themselves.**  **This is fixed** |
| **T.C.A. § 49-6-1028**  *Beginning with the 2012-2013 school year, in conjunction with the social studies curriculum, all LEAs shall implement a project­ based assessment in civics at least once in grades four through eight (4-8) and at least once in grades nine through twelve (9-12). The assessments shall be developed by the LEA and designed to measure the civics learning objectives contained in the social studies curriculum and to demonstrate understanding and relevance of public policy, the structure of federal, state and local governments and both the Tennessee and the United States constitutions.* | **x** |  |  |
| **Additional comments on T.C.A. within materials:** | | | |

**UNITED STATES GOVERNMENT AND CIVICS  
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*All submissions must be aligned to the Tennessee State Social Studies Standards and therefore must meet 100% of the non-negotiable criteria of Section I prior to moving to Section II.*

|  |  |  |  |
| --- | --- | --- | --- |
| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part A. Key Areas of Focus*** | | | |
|  | **Yes** | **No** | **Evidence** |
| ***Rigor***:Learning experiences provide opportunities for thought, discourse, and practice in an interconnected and social context. | x |  |  |
| ***Coherence***: Units and instructional sequences are coherent and organized in a logical manner that builds upon knowledge and skills learned in prior grades or earlier in the year. |  | x | Needs more chronological sequencing |
| ***Literacy***: Supports student communication within a historical context through providing consistent opportunities for students to utilize literacy skills in reading, writing, vocabulary, speaking and listening. | x |  |  |
|  | **Evidence** | | |
| ***A Note on Bias and Sensitivity:*** Social, ethnic, racial, religious, and gender bias is best determined at the local level where educators have in-depth knowledge of the culture and values of the community in which students live.  *As you review materials, please note any possible bias/sensitivity issues for use at the local level.* |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part B. Student Engagement and Instructional Supports*.** | | | |
|  | **Yes** | **No** | **Evidence and/or comments** |
| 1. Engages students through real-world, relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit critical thinking and problem solving. | x |  |  |
| 1. Includes differentiated materials that provides support for the following: ELL students, students with disabilities, or struggling learners. | x |  |  |
| 1. Includes differentiated materials that provides support for students approaching mastery as well as extensions for students already meeting mastery or with high interest. | x |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part C. Monitoring Student Progress*** | | | |
|  | **Yes** | **No** | **Evidence and/or comments** |
| 1. Assessments collect data on all topics, content strands, and social studies practices within each grade level and allow students to show mastery in concert with each other (e.g., assessments are contextualized and serve to address specific events/topics or answer specific questions). | x |  |  |
| 1. Assesses student mastery using methods that are unbiased and accessible to all students. |  | x | Biases mentioned earlier |
| 1. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance. | x |  |  |
| 1. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures. | x |  |  |
| 1. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction. | x |  |  |
| 1. Assessments provide teachers with a range of data to inform instruction. | x |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part D. Teacher Support Materials*** | | | |
|  | **Yes** | **No** | **Evidence** |
| 1. Provides grade-level background information and context to guide integration of all topics, content strands, and social studies practices within the lessons, units, and grade. | x |  |  |
| 1. Includes strategies that assist teachers in incorporating appropriate and integral connections between social studies and other subject areas (e.g., mathematics, ELA, science, visual and performing arts, CTE) | x |  |  |
| 1. Provides strategies and guidance to support the inclusion of “hands-on” activities with other practices (e.g., asking questions, engagement in argument). | x |  |  |
| 1. Strategies included to assist teachers in identifying student misconceptions and the reason(s) that prevent student mastery of the topics, content strands, and social studies practices within the standards. | x |  |  |
| 1. Includes strategies to help teachers identify ways in which activities or learning experiences can be contextualized to the school environment (e.g., place- based learning experiences). | x |  |  |