 **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.

**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.*

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| **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 | |  |  |  |
| 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 |  |  |
| GC.02 | Examine the Declaration of Independence and American grievances against British rule. | | X |  |  |
| GC.03 | Identify the strengths and weaknesses of the Articles of Confederation. | | 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:*  ***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 |  |  |
| ***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 |  |  |
| ***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 |  | Nice graphic on p. 394. |
| * Defense * Education * Justice | * State * Treasury |
| GC.18 | Explain the Electoral College system, and compare and contrast arguments for and against it. | | 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.* | | | | | |
| **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.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.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.* | | | | | |

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| **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 |  |  |
| * *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.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 |  |  |
| ***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 |  |  |
| 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 |  |  |
| * 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.* | | | | | |

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| 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.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 | |  | |  |
| GC.34 | Describe the means that citizens use to participate in the political process, including: | | X | |  | |  |
| * 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** | |  |  |

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| **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** |  |  |
| Materials are accurate and grade level appropriate. | | **X** |  |  |
| ***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*** |  | **Political Movements (23), Get Out the Vote (370), and Juries (473) satisfy this culture content strand. These sections provide students the opportunity to see how various cultures within the US learn and share their various views on political matters on national and local level** |
| Understand the role of culture in shaping lives and society.  *This course has implied content.* | ***X*** |  | **Gun Law debate (84), Twitter and Congress (145), Polls and Data (548) satisfy this culture content strand. The debate over guns and social media are paramount to students’ lives. These sections, along with using polling data to decide on a political candidate provides the students learning opportunities to illustrate culture in their lives and societies.** |
| **Economics** | Use economic reasoning skills and knowledge of major economic concepts, issues, and systems.  *This course has implied content.* | ***X*** |  | **The Supreme Court case *McCulloch v. Maryland* (68), Federal Funding (190), and Landmark Laws – The Pendleton Act (403) satisfy this economics content strand. The features allow students the ability to understand the relationship between government and economic policies.** |
| Make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.  *This course has implied content.* | ***X*** |  | **The “Fact and Opinion” feature (202), various “We the People” sections, and “Student Voices” sections satisfy this economic content strand. These features allow students to see relevant examples of citizens engaging in various economic roles in an interdependent world.** |
| **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*** |  | **Relevant maps and charts throughout the text satisfy this geography content strand. Using these maps and other graphics, students will be able to see the similarities and differences of various regions in the United States.** |
| Explain the interactions that occur in an increasingly interdependent world.  *This course has implied content.* | ***X*** |  | **The story of Nilesh Shah (393) satisfy this geography content strand. Her narrative exemplifies the growing interdependence of the world.** |
| 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*** |  | **The discussion of Hurricane Katrina (184), Cuban Missile Crisis (296), Supreme Court case *Brown v. Board of Ed.* (537) satisfy this geography content strand. The discussion of these events provides an illustration of various government responses to different regions within the US as well as responses to specific local issues and national policy.** |
| **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*** |  | **The “Analyzing Primary Sources” features and the extensive list of primary source excerpts on pp. xx-xxiii satisfy the history content strand. By analyzing various sources both unabridged and portions, the students have ample exposure to events, analysis of events, and interpreting events.** |
| **Politics (Politics/ Government)** | Use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels. | ***X*** |  | **Units 2-4satisfy this politics content strand. These units present the students with a logical sequence of how, where, and why political systems developed and evolved from regions (Ancient Greece) to national and international levels (American Revolution and Constitutional Conventions).** |
| Understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare. | ***X*** |  | **Chapters 1-3 provide the students the opportunity to explore the purposes and responsibilities of government.** |
| 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*** |  | **Political Movements (23), Influencing Public Policy (286), Choosing a Candidate based on Data satisfy this politics content strand. These sections illustrate the role of government as a vehicle of maintaining order and stability and promotion of the general welfare.** |
| **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*** |  | **Biographies of Senators Bob Corker and Lamar Alexander and pp. 434-5, 742-4 illustrate Tennessee’s role in the US as well as how the General Assembly works with the Governor and Court System.** |
| **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*** |  | **“Analyzing Primary Sources” features and “The Constitution” sections support student mastery of gathering information by providing various examples of relevant source material.** |
| **SSP.02** | Critically examine primary or secondary source(s). | ***X*** |  | **Combined with the primary sources found throughout the text, the “Comparing” sections illustrate appropriate levels of examination for high school students at various learning levels.** |
| **SSP.03** | Organize data from a variety of sources. | ***X*** |  | **The discussions presented in the “Debate” sections, Bias (691), and News Sources (714) support student organization of data from sources other than printed materials.** |
| **SSP.04** | Construct and communicate arguments supported by evidence. | ***X*** |  | **The “Deliberation” section, Collaborating (215), and Negotiating (231) illustrate and provide examples of coherent arguments and the process one must go through to construct an effective argument.** |
| **SSP.05** | Develop historical awareness. | ***X*** |  | **Ch. 1, Lessons 1-4 and the various primary sources provide adequate opportunities for the students to develop historical awareness by analyzing and interpreting various source material.** |
| **SSP.06** | Develop geographic awareness. | ***X*** |  | **The various charts and maps provide students the necessary opportunities to develop geographic awareness using indicators like spending per pupil and political values of various regions on the United States.** |
| **Additional comments on the Social Studies Practices within materials:** | | | | |

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| ***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** |  |  |
| *(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** |  |  |
| *(F) How other foundational documents of the United States and Tennessee aided in the formation of the federal and state governments.* | **X** |  |  |
| **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.*

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| **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 |  |  |
| ***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.* |  | | |

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| **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 |  |  |

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| **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 |  |  |
| 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. |  |  |  |

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| **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 |  |  |