**ECONOMICS 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.

**ECONOMICS**

**Course Description**: Students will examine the allocation of scarce resources and consider the economic reasoning used by consumers, producers, savers, investors, workers, and voters. Students will explore the concepts of scarcity, supply and demand, market structures, national economic performance, money and the role of financial institutions, economic stabilization, and trade. Finally, students will examine key economic philosophies and economists who have and continue to influence economic decision-making.

***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*

***such as:*** *introduces an example or examples of something mentioned*

**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: | | | | | | | | | | | |
| **Scarcity and Economic Reasoning** | | | | | | | **Yes** | | **No** | | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | | | | | |  | |  | |  |
| E.01 | Explain how consumers and producers confront the condition of scarcity by making choices that involve opportunity costs and tradeoffs. | | | | | | X | |  | | Chapter 1, Lesson 1 |
| E.02 | Define land, labor, capital, and entrepreneurship, and explain why they are necessary for the production of goods and services. | | | | | | X | |  | | Chapter 1, Lesson 2 |
| E.03 | Explain reasons for voluntary exchange, including positive and negative incentives. | | | | | | X | |  | | Chapter 3, Lesson 1  Re-review: I am concerned about the fact that another reviewer’s noticing that negative incentives are not covered to mastery is only addressed with online content, which seems to bring equity of access issues. |
| E.04 | Describe the basic characteristics and explain the functions of money, including its role as a medium of exchange, store of value, and unit of account. | | | | | | X | |  | | Chapter 10, Lesson 1  Re-Review: I believe that the section about measure of value adequately addressed the idea of unit of account, however, I am concerned that the additional content added to address this was only added online. |
| E.05 | Compare and contrast how the various modern economic systems (i.e., market, command, mixed) attempt to answer the following questions: What to produce? How to produce it? To produce it for whom? | | | | | | x | |  | | Chapter 2, Lesson 1 compares economic systems, but the 3 basic economic questions are presented as economic decisions, and poorly explained.  Re-Review: Text on p. 9-11 provides the needed clarity. |
| E.06 | Use a production possibilities curve to explain the concepts of: | | | | | | x | |  | | Choice—p.16  Growth—p.118  Opportunity Cost—p.17  Productivity—p.17  Scarcity—p.16  Tradeoffs—p.18  Unemployment—p.17 |
| * Choice * Growth * Opportunity cost | * Productivity * Scarcity | | * Tradeoffs * Unemployment | | |
| E.07 | Compare and contrast the theoretical principles of capitalism, socialism, and communism, as expressed through theorists such as Adam Smith and Karl Marx | | | | | |  | | x | | Sparse information on the philosophies of Smith and Marx, with mainly biographical information.  Could not be used to compare and contrast to mastery.  Re-review: Students do not have opportunities to apply the Social Studies Practices to one of the only standards that lends itself to that goal. They should be allowed to experience samples of the writings of Marx and Smith in order to learn the content to mastery. |
| E.08 | Identify and explain the following broad goals of economic policy: | | | | | |  | | x | | Several bullets are addressed in some form, but no evidence exists that they are explained as broad goals of economic policy.  Re-review: This standard is about broad goals of economic policy, but the book only introduces them as goals of free enterprise. Students would not necessarily understand that they are the goal of economic policy in all modern systems, not just free-enterprise, which is the whole point of this standard. |
| * Efficiency * Equity * Freedom | | * Full employment * Growth | | * Price stability * Security | |
| ***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:*  ***i.e.:*** *“that is” or “in other words”; specific examples that should be used* | | | | | | | | | | | |
| **Supply and Demand** | | | | | | | **Yes** | | **No** | | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | | | | | |  | |  | |  |
| E.09 | Define supply and demand, provide relevant examples, and consider *ceteris paribus* (i.e., all things being equal). | | | | | | x | |  | | Chapter 4, Lesson 1--Demand  Chapter 5, Lesson 1—Supply  Ceteris Paribus—No evidence  Re-Review—Changing my score to yes for this standard based on two sentences on p. 102-103, but I still have concerns about students being able to master the idea of Ceteris Paribus in two sentences, and it is also concerning that it does not appear in the glossary or the index. |
| E.10 | Identify factors that cause changes in market supply and demand. | | | | | | x | |  | | Chapter 4, Lesson 2  Chapter 5, Lesson 2 |
| E.11 | Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as prices fluctuate. | | | | | | X | |  | | Chapter 4, Lesson 3 |
| E.12 | Define market equilibrium, and explain how supply and demand guide prices towards equilibrium to avoid surpluses or shortages. | | | | | | X | |  | | Chapter 6, Lesson 2 |
| E.13 | Describe how supply and demand determine equilibrium price, and graph examples on a curve. | | | | | | X | |  | | Chapter 6, Lesson 2 |
| E.14 | Describe causes of shortages and surpluses. | | | | | | X | |  | | Chapter 6, Lesson 2 |
| E.15 | Analyze effects of shortages and surpluses on supply and demand. | | | | | | X | |  | | Chapter 6, Lesson 2 |
| ***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:*  ***i.e.:*** *“that is” or “in other words”; specific examples that should be used* | | | | | | | | | | | |
| **Market Structures** | | | | | | | **Yes** | | **No** | | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | | | | | |  | |  | |  |
| E.16 | Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation. | | | | | | X | |  | | Chapter 8, Lesson 1 |
| E.17 | Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure. | | | | | | x | |  | | Chapter 3, Lesson 1 |
| E.18 | Define stock, and describe the connections between capital, stock markets, banks, and the economy. | | | | | | X | |  | | Chapter 8, Lesson 1  Chapter 10, Lesson 2 |
| E.19 | Analyze the various ways and reasons that firms grow either through reinvestment of financial capital or through horizontal, vertical, and conglomerate mergers. | | | | | | X | |  | | p.223-225 |
| E.20 | Summarize the role and historical impact of economic institutions (such as labor unions, multinationals, and nonprofit organizations) within market economies. | | | | | | x | |  | | Labor unions—p.234-235  Multinationals—p.226-227  NPOs—p.232-234 |
| E.21 | Identify the basic characteristics of monopoly, oligopoly, monopolistic competition, and perfect competition. | | | | | | x | |  | | Chapter 7, Lesson 1  Consider adding more information for each market structure. This is a very brief look at a very important concept. |
| ***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:*  ***such as:*** *introduces an example or examples of something mentioned* | | | | | | | | | | | |
| E.22 | Explain how competition impacts pricing and production in market structures. | | | | | | X | |  | | Chapter 7, Lesson 1 |
| E.23 | Identify laws and regulations adopted in the U.S. to promote competition among firms. | | | | | | x | |  | | Chapter 7, Lesson 3 |
| E.24 | Explain ways that firms engage in price and non-price competition. | | | | | |  | | x | | Briefly explained in p. 184-187, but not with enough detail to teach to mastery  Re-Review: Non-price competition only briefly mentioned on p. 185 and would be difficult for students to learn the material to mastery. An online worksheet is also cited by publisher, but |
| E.25 | Describe the characteristics of natural monopolies and the purposes of government regulation of these monopolies (such as utilities). | | | | | | X | |  | | p.180-181 |
| E.26 | Demonstrate how firms with market power can determine price and output. | | | | | |  | | X | | No evidence found  Re-review: Price-takers and price fixers are mentioned, but there is inadequate explanation for the relationship between market power and ability to control prices. |
| E.27 | Explore the roles that research and development, equipment and technology, and the training of workers have in increasing productivity. | | | | | |  | | x | | p.147 mentions R&D, but I did not find evidence for equipment or training  Re-review: Publisher has not adequately addressed the connections between the concepts in the standard, and students will not be able to make those connections to mastery. |
| E.28 | Describe potential factors that influence the earnings of workers. | | | | | | X | |  | | Chapter 9, Lesson 2 |
| ***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:*  ***such as:*** *introduces an example or examples of something mentioned* | | | | | | | | | | | |
| **The Role of Government** | | | | | | | **Yes** | | **No** | | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Content Standard | Content Standard | | | | | |  | |  | |  |
| E.29 | Describe methods of revenue (e.g., taxes and bonds) for governments, and explain ways that they allocate funds. | | | | | | X | |  | | Chapter 14, Lesson 1 |
| E.30 | Analyze reasons that government deficits, debts, and surpluses are accrued, and compare and contrast government budgets with personal budgets. | | | | | | X | |  | | Chapter 14, Lesson 2 |
| E.31 | Define progressive, proportional, and regressive taxation, and discuss how federal, state, and local governments utilize them. | | | | | | X | |  | | Chapter 14, Lesson 1 |
| E.32 | Analyze economic costs and benefits of government policies (e.g., Social Security, Medicare, earned income credits, military expenditures, and public education). | | | | | | X | |  | | Chapter 14, Lesson 2 |
| E.33 | Explore potential national debt management strategies, considering their feasibility and implications. | | | | | | X | |  | | p.421-422 |
| E.34 | Describe the purpose, role, and function of the Federal Reserve. | | | | | | X | |  | | Chapter 16, Lesson 1 |
| ***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* | | | | | | | | | | | |
| E.35 | Define fiscal and monetary policy, and explain how the government uses these in its efforts to influence the economy. | | | | | | X | |  | | Chapter 15, Lesson 1  Chapter 16, Lesson 1 |
| E.36 | Explain how price stability, full employment, and economic growth influence fiscal and monetary policy making. | | | | | |  | | X | | No evidence found for price stability or full employment  Re-review: Price stability and full employment still not addressed in the context of policy making in the student text. |
| E.37 | Compare the various schools of thought on governmental intervention in the economy, including: classical (Adam Smith), demand-siders (John Maynard Keynes), the Austrian school (Friedrich Hayek), supply-siders (Arthur Laffer), and Monetarists (Milton Friedman). | | | | | |  | | x | | Smith—Very brief description on p. 182  Keynes—p.438-440 (Way too complicated for high school requirement)  Hayek—p.225 biography only  Laffer—p.446-447—very difficult explanation  Friedman—p.170 biography only  Not enough grade appropriate info for any of these economists for students to make a comparison or a teacher to teach to mastery  Re-review: New online content is helpful, but should be added to the textbook so all students have an opportunity to encounter the information and complete their understanding to mastery. |
| E.38 | Analyze how governments intend to incentivize entrepreneurs through policies (e.g., tax, regulatory, education, research support policies, patents, and copyrights). | | | | | | X | |  | | p.228-229 |
| **National Economic Performance** | | | | | | | **Yes** | | **No** | | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Content Standard | Content Standard | | | | | |  | |  | |  |
| E.39 | Define gross domestic product (GDP), economic growth, unemployment, and inflation, and explain how they are calculated. | | | | | | X | |  | | Chapter 12, Lesson 1 |
| ***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*  ***Including****: used to say that a person or thing is a part of a group* | | | | | | | | | | | |
| E.40 | Define externalities, and identify examples of them. | | | | | | X | |  | | p.193-194 |
| E.41 | Identify the different causes of inflation, and analyze inflation’s impact. | | | | | | X | |  | | Chapter 13, Lesson 2 |
| E.42 | Explain the role of banks and other financial institutions in the U.S. economy. | | | | | | X | |  | | Chapter 10, Lesson 2 and 3 |
| E.43 | Differentiate between different types of unemployment (e.g., structural, functional, seasonal, underemployment, and cyclical). | | | | | | X | |  | | p.386-387 |
| E.44 | Describe the impact of investment and consumer debt as it relates to the national economy. | | | | | | X | |  | | Chapter 11 |
| **Trade** | | | | | | | **Yes** | | **No** | | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Content Standard | Content Standard | | | | | |  | |  | |  |
| E.45 | Explain the benefits of trade among individuals, regions, and countries. | | | | | | X | |  | | Chapter 17, Lesson 1 |
| ***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* | | | | | | | | | | | |
| E.46 | Define and distinguish between absolute and comparative advantage, and explain how most trade occurs because of a comparative advantage. | | | | | | X | |  | | Chapter 17, Lesson 1 |
| E.47 | Describe causes and consequences of trade barriers (e.g., quotas, tariffs, and subsidies) on consumers and producers. | | | | | | X | |  | | Chapter 17, Lesson 2 |
| E.48 | Define trade deficit, and identify reasons why trade deficits exist. | | | | | | X | |  | | Chapter 17, Lesson 2 |
| E.49 | Explain how changes in exchange rates impact the purchasing power of people in the U.S. and other countries. | | | | | | X | |  | | Chapter 17, Lesson 3 |
| E.50 | Evaluate the arguments for and against free trade. | | | | | | X | |  | | Chapter 17, Lessons 1 and 2 |
| ***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* | | | | | | | | | | | |
| **ECONOMICS 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 | | As noted above, there are several standards that are either partially or fully missing from this text.  I also have a concern that many of the sections are not appropriate level of rigor, in that they are too complicated and overly complex for high school students. We want our students challenged, but many sections have explanations that will not lead students toward mastery of the material.  Re-review: Concerns are noted above on the re-review for several standards that are not yet meeting expectations of the standard. | |

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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 |  | Material is focused and presented in a logical order. |
| Materials are accurate and grade level appropriate. | |  | X | Many sections of the text are very nuanced and unnecessarily complicated. Students will struggle with the complexity of this text.  Re-review: Publisher has provided additional online supports which are helpful for the most part, but the print book should be grade level appropriate even without such supports, and sufficient changes have not been made to address that. |
| ***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 |  | Chapter 1 |
| Understand the role of culture in shaping lives and society.  *This course has implied content.* | X |  | Chapter 1 |
| **Economics** | Use economic reasoning skills and knowledge of major economic concepts, issues, and systems. | X |  | All units |
| Make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world. | X |  | All units |
| **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 |  | Chapter 17 |
| Explain the interactions that occur in an increasingly interdependent world.  *This course has implied content.* | X |  | Chapter 17 |
| 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 |  | Chapter 17 |
| **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 |  | Chapter 2 and 3 |
| **Politics (Politics/ Government)** | Use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels.  *This course has implied content.* | X |  | Chapter 14 |
| Understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare.  *This course has implied content.* | X |  | Chapter 14 |
| 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.  *This course has implied content.* | X |  | Chapter 14 |
| **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 |  | Local governments and sales tax are adequately explained |
| **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 | Primary and secondary sources are not provided in this text.  Re-Review: Sufficient number of visual sources, but insufficient documents and written primary sources. |
| **SSP.02** | Critically examine primary or secondary source(s). |  | x | Primary and secondary sources are not provided in this text.  Re-Review: Sufficient number of visual sources, but insufficient documents and written primary sources. |
| **SSP.03** | Organize data from a variety of sources. |  | x | Primary and secondary sources are not provided in this text.  Re-Review: Sufficient number of visual sources, but insufficient documents and written primary sources. |
| **SSP.04** | Construct and communicate arguments supported by evidence. |  | x | Due to the lack of sources, opportunities do not exist to cite evidence in making an argument.  Re-review: Students do not get opportunities to form arguments in the text. |
| **SSP.05** | Develop historical awareness. | x |  | Historical context is provided. |
| **SSP.06** | Develop geographic awareness. | x |  | Students are given opportunities to see how geography impacts economics. |
| **Additional comments on the Social Studies Practices within materials:** | | | | |

**ECONOMICS  
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 |  | High-level of rigor, but could use more supports. |
| ***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 |  | For the most part, the units are logically ordered, although some standards have content in several different chapters hundreds of pages apart. |
| ***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 | Sparse opportunities for students to engage in literacy best practices due to lack of texts |
|  | **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.* | None found. | | |

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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 |  | The online ancillaries do this, however there need to be more opportunities for this in the actual print text. |
| 1. Includes differentiated materials that provides support for the following: ELL students, students with disabilities, or struggling learners. | X |  | Online supports strong for exceptional children. |
| 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 |  | Several levels of students are supported in this book. |

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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 | While there are a few stimuli-based questions scattered through units in the test and lesson quizzes book, most questions are multiple choice or matching without a stimuli, which makes it hard to students to demonstrate mastery. |
| 1. Assesses student mastery using methods that are unbiased and accessible to all students. | x |  | No major bias or accessibility issues noted in assessments |
| 1. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance. | X |  | Assessment grading is relatively straightforward for these formats. |
| 1. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures. |  | X | There is not much variety in assessments or modes. |
| 1. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction. | X |  | There are an appropriate number of assessments. |
| 1. Assessments provide teachers with a range of data to inform instruction. |  | X | Limited range of data available. |

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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 |  |  |