 **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 |  | Locke: p. 11, 15, 16 (Only one sentence from 2nd Treatise)  Montesquieu: p.16 (**Note:** This meets the standard but is very brief. Consider adding another Spirit of the Law Passage in unit about Checks and Balances later in the book)  Hobbes: p. 4, (Consider adding a DBQ question to reference on page 5) p.11, 15 (Standards met for Hobbes)  Declaration of Independence:  Greek Democracy: p.18 callout box  Roman Republic: p.19 callout box  Magna Carta: p.13 (Title heading for Magna Carta would be helpful) No actual passage of Magna Carta included)  Note: I initially marked this as not meeting the standard, because I did not see sufficient primary sources. It needs to be very clear to teachers and students and in the correlation document that the full text of Magna Carta, the Declaration of Independence, and Locke’s 2nd Treatise are available in the back starting on p.750. This was **NOT** readily apparent. I strongly advise having very specific callouts to this in the teacher’s edition, references to this in the student edition, and also updating the correlation guide with these page numbers.  Re-Review: The change to improving the Hobbes content is helpful. The Ten Commandments content and DBQ that were drafted in response to another reviewer should NOT be included. The reviewer that suggested it is going to create enormous problems for school districts that adopt and use this book, as they will be violating state law about religious proselytization and violating the spirit of the actual standard which has nothing to do with religion or religious precedent. |
| GC.02 | Examine the Declaration of Independence and American grievances against British rule. | | x |  | Declaration of Independence: p. 21-28, p. 750  See previous note above.  Re-Review: See note above about the Ten Commandments. They are not a focus of this standard and should NOT be included in this text or as part of this standard. |
| GC.03 | Identify the strengths and weaknesses of the Articles of Confederation. | | x |  | Articles of Confederation Strengths and Weaknesses: p. 31 |
| ***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 |  | Constitutional Convention: p.36-44  Federalists/Anti-Federalists: p. 41-42  **Note**: Strong content on Constitutional Convention. Not enough information about the debate between Federalists and Anti-Federalists to teach to mastery.  Easiest fix would to provide a more detailed summary of the Anti-Federalists and then to provide references to the Federalist Papers.  Re-Review: I am changing this to passing based on the chart added to p. 43. |
| GC.05 | Describe the purposes and functions of government as outlined in the Preamble of the Constitution. | | x |  | p. 53 is the only page that directly deals with the Preamble, and the short paragraph does not give enough support to teach this standard to mastery.  Re-Review: I am changing this to passing based on the new paragraphs added to p.53-55, although there really needs to be vocabulary support for some of the Preamble terms. |
| GC.06 | Describe limited government within the Constitution, including: | | x |  | Checks and balances: p. 56  Civilian control of the military: p.62 (This is easy to miss. Some sort of callout would be very helpful)  Federalism:p. 55  Judicial review: p. 63  Popular Sovereignty: p. 54  Rule of Law: p.467 This would flow better in Chapter 2 Lesson 1.  Separation of Powers: p.55 |
| * 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 |  | Structure: p. 53-55  Amendment Process: p.73-83 (Robust and well-explained) |
| 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 | Limited Government: p.55-56  Individual Rights: p. 56-57  There is enough material to teach Individual rights, but **not** Limited Government to mastery.  Re-review: The publisher was unwilling to make changes to correct this issue, so I did not change to passing. The standard was written to **analyze** how the rights provided by the Bill of Rights serve as direct limits on government authority. There is not enough discussion of such limits to allow students to make an actual analysis, nor are they ever called by the text to do so. |
| GC.09 | Define the concepts of democracy and republic, and examine the relationship between the two. | | x |  | p.43 provides the best explanation for the two concepts, but there is no examination of the relationship.  Re-review: The revised callout on p. 43 does a sufficient job of addressing this standard in proper detail. I am changing this standard to passing based on this change. |
| ***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 | Article I: Chapter 4 Section I explains the content, but students are not given opportunities to actually analyze Article I themselves. Article I needs to be excerpted in the section with activities specifically designed for them to analyze the legislative branch’s functions to meet the rigor of the verb descriptor of the standard.  17th Amendment: p.80 technically meets the standards but could use more detail  Re-review: The publisher does not seem to understand the intention of the verb descriptor **analyze**. The text summarizes the contents of Article I on the page numbers given by the publisher. There is no room or guidance for students to analyze the material of Article I. Content is there, but the cognitive demand of the verb descriptor of the standard is not met. Publisher must require students to do the analysis of the original text themselves in order to align with the rigor of this standard. The verb **analyze** was always used with the expressed intention that students be required to conduct the analysis, not the teacher or the textbook. As a result of the publisher’s unwillingness to make changes to accommodate the standard, this remains a non-passing standard for this textbook. |
| GC.11 | Describe the census and its role in redistricting and reapportionment, including the role of *Baker v. Carr*. | | x |  | Census: p.139  Baker vs. Carr: Index incorrectly indicates p. 67, when it Is actually located on p.66 |
| 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 |  | p.151-p.158 |
| GC.13 | Describe the process of how a bill becomes a law. | | x |  | p.152-154 House  p. 159-161 Senate  Note: A chart describing the whole process would be extremely helpful. |
| GC.14 | Identify the Tennessee representatives and senators to U.S. Congress. | | x |  | Note: The actual names are not listed, but there is a project to research the names. Since this is a TCA piece, should there be a table with a list of past reps and who the ones were as of printing? |
| ***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 |  | All listed in table on p. 188  Appropriations: 189  Commerce:191  Confirmation: 196  Declaration of war: 193  Implied Powers: 101-102 (Concern: Explanation of implied powers is very short)  Necessary and Proper Clause: 187 |
| * 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 |  | All content explained in Chapter 8 sections 1 and 2 and Chapter 9 Sections 1 and 2.  Graphics on p. 334 are strong.  I have concerns about the lack of analysis opportunities for students for many of the bullets which are explained with no opportunities for student analysis, but this meets the bare minimum for the standard because of the activity at the bottom of p. 300 which does excerpt Article II and ask students to analyze very short pieces. |
| * 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 |  | Each of the departments is technically named on p.61 and some are explained in Chapter 8. Chapter 8 does not do a terrific job of explaining the parts of the Executive Branch outside of the President, but this standard could technically be taught to mastery since it is simply an identify standard. |
| * Defense * Education * Justice | * State * Treasury |
| GC.18 | Explain the Electoral College system, and compare and contrast arguments for and against it. | | x |  | p.357-363 |
| ***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 | Chapter 13 Section 1 and Section 3’ explains Article III, but no opportunities are given to students to actually analyze the Article. The verb descriptor of the standard being analyze means that students should have to make deep connections to the learning themselves, rather than the textbook just explaining the article without presenting the text.  A more aligned section might include excerpting Article III, and then asking students to reach conclusions about its scope.  Re-Review: The activity that was added on p. 500 was a good start because it required students to read Article III, however the questions are not actually very rigorous and do not require analysis. Questions 1, 3, and 4 are a summary or description, and question 2 is closer to an analysis but is actually an inference. An easy fix would be to keep the DBQ, but to change the questions to include something about analyzing the importance of an independent judiciary or analyzing the scope of and limits on judicial powers. |
| GC.20 | Explain the processes of selection and confirmation of Supreme Court justices. | | x |  | Chapter 13 Lesson 3 |
| GC.21 | Explain the process of judicial review established by *Marbury v. Madison*. | | x |  | p.508 Marbury vs. Madison  Judicial review p.507. If at all possible, Judicial Review should be bold like primary, uniform, and advisory opinions on that his page as this is a key term that most students do not know before this class. |
| GC.22 | Describe the Supreme Court’s role in determining the constitutionality of laws and acts of the legislative and executive branches. | | x |  | Chapter 13 Lesson 4 |
| ***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 vs. US p.550  Engel vs. Vitale p.564  Tinker Vs. Des Moines p.491 and p.547  Lemon vs. Kurtzman p.564  New York Times v. United States p.555-556  Miller vs. California **I CAN NOT FIND EVIDENCE OF THIS CASE**  Texas vs. Johnson p.547  I worry that some of the shorter case excerpts also do not have enough information for students to evaluate the case.  Re-review: The textbook did fix the Miller vs. California piece of this standard, which was inadvertently left out of the index originally. However, it was not addressed that the shorter case excerpts do not have enough information for students to evaluate the case as the standard calls for. |
| * *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 |  | p.588-590 |
| 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 |  | Mapp vs. Ohio 739  Gideon vs. Wainwright p.473  Miranda vs. Arizona p.572 in small callout box  More details in the text about Miranda would be helpful to students but this does mean the standard. |
| GC.26 | Evaluate the Supreme Court’s interpretations of the freedoms in the 14th Amendment, equal protection, and due process clauses, including: | | x |  | Plessy vs. Ferguson p.571  Gitlow vs. NY p.550 (p.571 has a question that references Gitlow. It would be helpful if the question included a page number to remind students)  Brown vs. Board p.571  Roe vs. Wade p.590  Obergefell vs. Hodges p.127 |
| * *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 |  | Chapter 14 Lesson 5 |
| ***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 |  | I found no evidence of Tennessee government specifically being addressed.  Re-review: This has been addressed and I am changing the mark to passing for this standard. |
| 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 |  | p.422 and 423 describes budgets for cities  p115 has very undetailed callout about state budget  relationship between levels of government could use additional supports |
| GC.30 | Identify the current governor of Tennessee and the representatives in the General Assembly (for a student’s respective district). | | x |  | Chapter 7 Lesson 1 gives generic description of how state governments function. My question is whether that meets the Tennessee law that required this standard. |
| **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 |  | These are addressed in scattered sections of the book. It would be very helpful to have a section dedicated to responsibilities of citizenship. |
| * 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 | |  | | p.366-368 |
| 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 | |  | | Chapter 17 |
| GC.34 | Describe the means that citizens use to participate in the political process, including: | | x | |  | | Chapter 15 |
| * 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 | |  | | p. 194 explain that Congress oversees the process and p. 569 explains what citizenship is.  There is no evidence of an explanation of the process of naturalization or what knowledge is required for the Naturalization Test. Because the Naturalization Test is part of Tennessee Code Annotated, it is a critical piece.  Re-Review: The textbook. Now sufficiently addressed the portion of the standard about explaining the process of citizenship. I am changing the mark to passing for this. I would note that TDOE legal may want to see if the actual naturalization test is needed for compliance with TCA. I don’t feel qualified to make that call. |
| **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** | GC.4, GC.5, GC.8, GC.9, GC.10, GC.19, GC.23, and GC.28 need further supports for rigor or teaching to mastery as described above.  Re-Review: Standards 4, 5, 9, and 28 have been corrected. There are still significant issues with Standards 8, 10, 19, and 23. |

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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** |  | Extra material included does not distract from the standards. |
| 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*** |  |  |
| 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*** |  |  |
| 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*** |  |  |
| **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*** |  | ***Several of the instances of TN History need additional supports.***  Re-review: TN History concerns have been addressed. |
| **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*** |  | ***The book has adequate primary and secondary sources, but could use better integration of the sources into the actual chapters, rather than using them in appendix form in the back.*** |
| **SSP.02** | Critically examine primary or secondary source(s). | ***x*** |  | ***The book does provide opportunities for critically examining sources, but needs to improve support around the standards that call for analyzing.*** |
| **SSP.03** | Organize data from a variety of sources. | ***x*** |  | ***Callout at beginning of each chapter includes multiple sources and asks students to draw conclusions.*** |
| **SSP.04** | Construct and communicate arguments supported by evidence. | ***x*** |  | ***Many of the chapter assessments require students to build arguments.*** |
| **SSP.05** | Develop historical awareness. | ***X*** |  | ***Callout boxes on side provide historical perspective*** |
| **SSP.06** | Develop geographic awareness. | ***X*** |  | ***Concepts such as Electoral maps, gerrymandering, etc.*** |
| **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** |  | **Adequate support for federal documents but not state**  Re-review: These issues have been fixed. |
| *(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** |  | Re-review: These issues have been fixed. |
| *(F) How other foundational documents of the United States and Tennessee aided in the formation of the federal and state governments.* | **x** |  | Re-review: These issues have been 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** |  | **Chapter 15 provides multiple supports for students actively participating in citizenship.** |
| **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 | Order of material is an issue in many places, with students having to skip through hundreds of pages to find all content on a particular standard. |
| ***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.* | I did not find significant bias or sensitivity issues. | | |

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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 |  | Activities are present in the text that ask students to extend their learning in real-world problem solving situations. |
| 1. Includes differentiated materials that provides support for the following: ELL students, students with disabilities, or struggling learners. | x |  | The online materials have resources for struggling readers and students with disabilities. |
| 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 |  | The online materials due a good job of providing differentiation. |

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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 | Assessments are very generic and many of the questions are trivial parts of content rather than key concepts and ideas. Many of the questions are not aligned to a standard. |
| 1. Assesses student mastery using methods that are unbiased and accessible to all students. | x |  | There are no bias or accessibility issues with the assessments. |
| 1. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance. |  | X | While keys are provided for the tests, they are very basic multiple choice, true/false, and matching questions for the most part. |
| 1. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures. |  | X | No evidence seen. |
| 1. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction. | X |  | There are assessments embedded in the text, although most are not very rigorous. |
| 1. Assessments provide teachers with a range of data to inform instruction. |  | x | Data provided by the assessments is very limited. |

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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 |  | Teacher’s edition has fairly robust supports. |
| 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 |  | Some cross-curricular supports provided, but more would be helpful. |
| 1. Provides strategies and guidance to support the inclusion of “hands-on” activities with other practices (e.g., asking questions, engagement in argument). | x |  | Some hands-on activities are provided, but more supports would be helpful. |
| 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 | Did not notice evidence of clarifying misconceptions |
| 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 |  |  |