 **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 |  | Civilian control of military is included in a sentence eon pg. 62 under “Powers of the President” – all others are easy to locate |
| * 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 |  | Similar to other texts explored (and reasonably) the identification comes only through ‘activities’ – pg. 145 has an activity where Ss would review Tweets from their representation, which would “identify” them; pg. 154 has a becoming informed about your representative activity – both of these are sufficient to meet this, if they are used |
| ***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 |  |  |
| * 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 |  | Government in your Community activities on pgs. 87-88 |
| 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 |  | They use some TN specific examples (e.g. on p. 91, the City of Knoxville Charter); Assessment activity #19, if completed, would satisfy this; more activities like this spread across the book in logical places giving students opportunity to interact with local/state gvmt across topics of government/civics – I think it is sufficiently done this way |
| 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*** |  |  |
| 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*** |  |  |
| **Additional comments on integration of the content strands into the materials:** | | | | |
| ***Part D. Social Studies Practices***: Social studies practices are specific skills that students should apply when learning social studies. They provide learning experiences that support a progression of student competencies and skills through active engagement and the continuous refinement of knowledge and ability through the content topics found in the grade or course level standards. Instructional materials should provide resources through which teachers engage in the SSP. This may include but are not limited to the following: graphics, artifacts, media sources, technology sources, and other Primary and Secondary sources. | | | | |
| **Social Studies Practices** | **Targets for the Social Studies Practices** | **Yes** | **No** | **Evidence (include evidence of knowledge and skill progression within units, grade level, and between grade levels)** |
| **SSP.01** | Gather information from a variety of primary and secondary sources. | ***x*** |  |  |
| **SSP.02** | Critically examine primary or secondary source(s). | ***x*** |  |  |
| **SSP.03** | Organize data from a variety of sources. | ***x*** |  |  |
| **SSP.04** | Construct and communicate arguments supported by evidence. | ***x*** |  |  |
| **SSP.05** | Develop historical awareness. | ***x*** |  |  |
| **SSP.06** | Develop geographic awareness. | ***x*** |  |  |
| **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 |  | The online supplemental materials are loaded in addition to the materials in the accompanying box to ensure rigor is reachable. |
| ***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 |  | The design and organization of material flows in a smooth manner and while it has some differences from other texts it makes logical sense in the way it is organized. |
| ***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 |  | The online supplemental materials are loaded in addition to the materials in the accompanying box to ensure rigor is reachable. |
|  | **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 detect any bias or issues of sensitivity that require modification. | | |

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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 questions in the text, as well as in supplemental materials, consistently work to make real-world, relevant questions. |
| 1. Includes differentiated materials that provides support for the following: ELL students, students with disabilities, or struggling learners. | X |  | One of the great features the online platform offers is a tool bar in which the learner (or teacher, I suppose) can change the “reading level” from Approaching to On-Level and get modified versions of the text. A very helpful tool to help in differentiation. |
| 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 |  | In addition to the feature noted before the large collection of materials, instructional activities, and online supplements really helps allow for differentiation for those approaching mastery as opposed to on level or developing. A huge variety of activities and tools are available for the teacher to use. |

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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 |  | The online platform has the capability to track student assessments by standard and report them along with specific information related to progress and/or opportunities for extension. |
| 1. Assesses student mastery using methods that are unbiased and accessible to all students. |  | X | The only reason I mark no is that the assessment system is housed online and thus any student who may not have access to WiFi may be unable to benefit from its supports outside of the classroom. |
| 1. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance. | X |  | I did not find any rubrics while perusing the various “student projects”, however, scoring guidelines and automatic assessments were available for every single chapter in the book. A good number of them were quite effective assessment tools teachers could assign to Ss to get them immediate feedback on their progress. |
| 1. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures. | X |  | Through the text that are patterns that follow this and on the online system this is certainly *possible,* however, it would fall on the Teacher to organize them as such. |
| 1. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction. | X |  | There are tons of assessments available online in addition to a sufficient number directly in the text that span across the entire course. |
| 1. Assessments provide teachers with a range of data to inform instruction. | X |  | The teacher edition provides answer keys/scoring guides and the digital platform allowing for automatic assessment could really be helpful to teachers using this to collect assessments using a variety of data. |

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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 | There are places in which some background information is provided, however, it is not necessarily consistent and/or clearly marked but rather embedded within. |
| 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 | Not enough that I saw that were explicit opportunities to incorporate such interdisciplinary connections. |
| 1. Provides strategies and guidance to support the inclusion of “hands-on” activities with other practices (e.g., asking questions, engagement in argument). | X |  | There are many suggested activities in the provided and online materials. A good number of which provide or support the inclusion of “hands-on” activities, such as writing a letter to the editor. |
| 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 |  | There are a good number of online resources to help learners build background knowledge, which would work against misconceptions, however, I only give this a loose “yes” as I did not see any explicit indication of misconceptions to look out for; rather, the additional materials (as well as text-based questions, etc.) would help focus on what they need to know to avoid developing 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 |  | Through some of the supplemental activities learners will be able to engage in opportunities for place-based learning experiences such as the inquiry-based and project-based resources they provide (example in the state and local government chapter available online) |