

Summarized Rubric Scoring

Classroom Instructional Material Alignment Tool – Social Studies

The purpose of this document is to assist teachers in determining alignment of their Instructional materials being used in the classroom. Effective instructional materials are learning resources used to help students acquire essential knowledge, skills, and abilities as outlined in the standards. This includes print and non-print materials. It may also provide evidence to support your discussion about standards and resources as part of your evaluation.

Title: Government Alive!: Power, Politics, and You

Author(s): Hart Publisher(s): TCI: Teacher's Curriculum

Institute

Grade Level: 12

Standard(s) addressed in this instructional material: Civics

Instructions: Use the tables below to reflect upon and then determine if the instructional material meets each criteria.

I. Alignment to the Nevada Academic Content Standards (NVACS) - NON NEGOTIABLES

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Targets a set of grade-level NVACS for Social Studies and Literacy standards.	X			Correlated online
Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose.	X			
Other: _____				

II. Key Shifts in the Nevada Academic Content Standards (NVACS)

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction.	X			Students are asked critical thinking questions from primary sources using text evidence in the online notebook.
Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media).	X			There are multiple evidence-based discussions throughout the physical text and online resources.
Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms. Include a balance of on-demand and process writing and short, focused research projects.	X			Essential question at start of each chapter draws students throughout the chapter back to the E.Q. with writing
Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction.	X			Great vocab activities throughout.

Increasing Text Complexity: Focuses students on reading a progression of complex texts drawn from the grade band. Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level.		X		Progresses within units
Building Disciplinary Knowledge: Provides opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts.	X			Graphs, tables, and questions throughout the unit. Questions centered around each chapter essential question build knowledge throughout.
Other: _____				

III. Assessment

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Assesses various modes, including a range of pre-, formative, summative, performance tasks, and self-assessment measures.	X			Online resources include assessments and tasks such as the student Notebook there is a great test bank.
Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student understanding and performance.	X			Online resources contain writing rubrics.
Other: _____				

IV. Instructional Supports

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Provides non-text content (maps, graphs, pictures, etc.) that is accurate, authentic, and well integrated into the instructional material.	X			P.122 for example "The Naturalization Process". Diagrams such as this are throughout the text.
Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection.	X			The online platform is full of literacy skills, analysis, evaluation, and reflection. Students capture their work in the Notebook.
Provides appropriate level and type of scaffolding, differentiation, intervention and support for all learners.	X			Full Spanish text is available. Differentiated instructional strategies as well as extension activities accessed through the online platform.

<ul style="list-style-type: none"> • Supports diverse cultural and linguistic backgrounds, interests and styles. • Provides extra supports for students working below grade level. • Provides extensions for students with high interest or working above grade level. 				
Other: _____				

Summary/Reflection: The text, Government Alive!: Power, Politics, and You fully satisfies the AP Psychology course.

This resource is very online centric. The online elements are integral to the text and provide valuable critical thinking and rigor. It aligns very well to a rigorous, semester course.

The copyright on the student edition we reviewed is 2014. The 2019 edition will be available this summer and is what we are purchasing.

Overall Classroom Instructional Material Meets Criteria Rating: X Yes ___ No ___ N/A