

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: World History and Geography: Modern Times
Hill

Author(s): Spielvogel

Publisher(s): McGraw

Grade Level: 10

Standard(s) addressed in this instructional material: World History and Geography (1300 to the Present)

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			
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			C3 Framework is integrated into the text and online.
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			Vocab emphasized throughout-highlighted at beginning of each section and then used in context and highlighted within the reading.

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			Struggling readers can slightly lower the lexile levels for independent reading. Teachers can support in class at the
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. "Guiding 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, reading progress check questions, lesson reviews, chapter study guides, and assessments are great in content, rigor, and skills.
Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student understanding and performance.	X			
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			Excellent maps P. 513; many graphic organizers to support student learning throughout P.234, P.438, P.443; World Religion Handbook in appendix along with maps, geography skills handbook, etc.
Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection.	X			C3 integration. Inquiry arc and journal provide open-ended questions for critical thinking opportunities.

Provides appropriate level and type of scaffolding, differentiation, intervention and support for all learners. <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. 	X			Full Spanish text is available. Differentiated instructional strategies for ELL and special education students. Good citation helper.
Other: _____				

Summary/Reflection: The text, World History and Geography: Modern Times fully satisfies the Modern World History course.

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