

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: Art History Author(s): Stokstad Cothren Publisher(s): Pearson Grade Level: HS 10-12

Standard(s) addressed in this instructional material: Yes.

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			cultural, economic, political, social ^{World History US Gov 4} AP College Bd.
Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose.	X			At grade level and above
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			Crosscurrent questions comparing multiple pieces of art
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			closer look - guides students through a deeper exploration of details - usage iconography & style
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			Think About It - critical thinking questions that go w/ each chapter
Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction.	X			Terms in context, offset + in glossary
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			Short + long captions Boxes of focus text
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			Starter Kit - primer of basic tools then each chapter unpacks content
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			Learn About It My pts Think About It other prompts
Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student understanding and performance.	X			Teacher/ Instructor Materials
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			diagrams, maps, "A Closer Look" callouts
Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection.	X			Identifies techniques then asks students to apply understanding to various forms of Art.
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			Culturally diverse & balanced, global representations of artwork. Vocab + visual supports Online learning personalization
Other: _____				

Summary/Reflection:

Very comprehensive variety of materials - supportive of all students. Strong technology options - balanced, diversity

Jennifer Chandler

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

