

# NEVADA STATE BOARD OF EDUCATION

## Agenda Request Form

All items to be considered for the State Board of Education agenda *must* first be approved with the legal language edited by your Department Director. They need to then be forwarded to your Deputy Superintendent for final approval.

Step 1: Consult with your Deputy or Director to establish the need for the item to be brought before the State Board of Education.

Step 2: Once established, complete this form. If you are new to developing State Board agenda items, please review past agendas. It is important to begin with clear and concise language.

Step 3: Obtain approvals from your Director.

Step 4: Submit to your Deputy Superintendent. Please be sure that you send the Deputy a complete packet of information (support material) or a clear plan to have the complete packet (support material) to your Deputy at least 2 weeks prior to the meeting. All support material must be ADA compliant before submitting to your Deputy.

Date of Meeting: September 1, 2022

Name and Title of Presenter(s):

Jayne Malorni

Education Programs Professional – K-12 Social Studies

Possible Approval of Instructional Materials

Item is on the Agenda for:

Consent Agenda Item

Information and Discussion

Information, Discussion, and Possible Action

Is there a statutory requirement associated with this agenda item? If so, describe: N/A

Please provide the Item language to be included on the agenda. If the item requires Action, include a description of the requested Action. All items begin with the following language:

**Information, Discussion (and Possible Action) ...see below.**

# NEVADA STATE BOARD OF EDUCATION

## Agenda Request Form

### INSTRUCTIONAL MATERIALS FOR STATE BOARD OF EDUCATION ADOPTION CONSIDERATION

Recommended Instructional Materials List:

<u>Category</u>	<u>Grade Level</u>	<u>Course</u>	<u>Publisher</u>
Social Studies	6-12	<b>High School</b> Advanced Placement Psychology ,Advanced Placement Human Geography, Advanced Placement and on-level World History, Advanced Placement European History, Advanced Placement and on-level US History (Spanish available), Advanced Placement and on-level Economics, Advanced Placement U.S. Government and Politics, Advanced Placement Comparative Politics On-level/honors Sociology <b>Middle School</b> World Cultures and Geography (Spanish available), Early World History (Spanish available), U.S. History (Spanish available)	Cengage
Social Studies	6-8	Early World Civilizations, MS US History	Educurious
Social Studies	K-6	Kinder, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6	InquirED

At which location do you wish to present?    \_\_\_ Carson City \_\_\_**X** Las Vegas

Will you have a PowerPoint presentation?    \_\_\_ YES    \_\_\_**X** NO

The information submitted is to support our recommendation to the State Board of Education to adopt the instructional materials submitted by the Nevada Instructional Materials Steering Committee (NIMSC) in compliance with the following:

**NRS 389.038 Review of course and instruction in computer education; recommendations to State Board regarding approval. [Effective July 1, 2022.]** The Department, in consultation with the Advisory Council on Science, Technology, Engineering and Mathematics created by [NRS 223.640](#), shall:

1. Review each course in computer science submitted to the State Board for approval pursuant to [NRS 389.037](#) and all instruction in computer education and technology submitted to the State Board for approval pursuant to [NRS 389.072](#); and
2. Make recommendations to the State Board concerning whether the course or instruction should be approved.  
(Added to NRS by [2017, 4339](#); A [2017, 4345](#), effective July 1, 2022)

**NAC 389.856 Committee evaluation of textbooks.** A committee established pursuant to NAC 389.854 shall review textbooks and submit to the Department of Education in the form prescribed by the Department an evaluation of any textbooks being recommended for adoption. The evaluation must include:

# NEVADA STATE BOARD OF EDUCATION

## Agenda Request Form

1. A comparison of the textbook with the courses of study offered in this State and the goals and objectives of the school district that the committee is representing.
2. A summary of the organization and presentation of material in the textbook.
3. A statement of the quality of production of the textbook, including the cover, binding and print.
4. An analysis of the accuracy of the information contained in the textbook.
5. A statement of the appropriateness of any materials of support or references provided with the textbook.
6. An analysis of the ability of the textbook to stimulate interest in pupils.
7. A reasonable assurance that the textbook complies with the requirements of subsection 2 of NRS 389.850.
8. A list of the times and locations that parents of pupils enrolled in the district and other members of the community were afforded an opportunity to review the textbook and to submit written comments to the committee before the final recommendations were made.

(Added to NAC by Bd. of Education, eff. 4-1-92) — (Substituted in revision for NAC 390.020)

This request is in compliance of NDE's State Improvement Plan (STIP):

- Please indicate the STIP Goal(s) with which this item aligns:

**Goal 1: All children, birth through third grade, have access to quality early care and education.**

Goal 2: All students have access to effective educators.

**Goal 3: All students experience continued academic growth.**

**Goal 4: All students graduate future-ready and globally prepared for postsecondary success and civic life.**

Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.

Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.

- Which NDE value(s) does your item represent?

**Equity**

**Access to Quality**

**Success**

Inclusivity

Community

Transparency

- Use this space to provide any additional context on the connection of this item to the STIP, especially alignment with specific strategies or IOOs.

This item will help in the process where all Nevada students and teachers have access to high-quality, Nevada Academic Content Standard-aligned instructional materials for Computer Science.

Return this form by email to Jonathan Moore [jpmoore@doe.nv.gov](mailto:jpmoore@doe.nv.gov),

## Nevada Instructional Materials Review Process

### Social Studies

**Vendor Name:** Cengage

**Course Name: High School**

Advanced Placement Psychology ,Advanced Placement Human Geography, Advanced Placement and on-level World History, Advanced Placement European History, Advanced Placement and on-level US History (Spanish available), Advanced Placement and on-level Economics, Advanced Placement U.S. Government and Politics, Advanced Placement Comparative Politics On-level/honors Sociology

**Middle School**

World Cultures and Geography (Spanish available), Early World History (Spanish available), U.S. History (Spanish available)

**Grade Level: - 6-12**

**Status: RECOMMENDED**

**Justification:**

These instructional materials were compelling and aligned to the Nevada Academic Content Standards for Social Studies. Teacher resources, videos, and support add to the intuitive nature of the materials. Activities incorporate multiple standards and standards are taught in many lessons throughout the materials. There are many opportunities to engage in learning and actively learn the target language.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Justification
A. Breadth	A1. Materials target the most critical and impactful content in all grade level standards.	2	1	0	Materials offered multiple opportunities for students to engage in topics that were impactful and grade level. Materials connected all the standard stands in the social studies
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials are well written and at grade level
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Materials provided scope and sequence that was in alignment to all strands of the social studies standards
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Materials provide multiple access points throughout for students to engage in academic discussions with the facilitator and peers
	B2. Materials help students think more critically about a topic.	2	1	0	Materials provided multiple tasks, projects, and assessments that enabled students to think critically. Additionally, materials provided opportunity for students to take action and be engaged in their community
	B3. Materials spark student dialogue and support further exploration.	2	1	0	Materials provide multiple opportunities throughout for students to engage in academic discussions and inquire further on a topic
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	1	0	Multiple examples and opportunities for students to engage in meaningful and authentic learning activities and for students to take the learning outside the classroom.
	C2. Materials foster creative, collaborative problem solving that builds college and	2	1	0	Multiple opportunities for students to practice skills related to the disciplinary skills. Opportunities for collaboration are evident and

	career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).				consistently available. Delivery of information is consistent throughout and allows for any adaptations to meet other learning modalities (i.e. collaboration, discussion, video). Text provides many opportunities for students to engage in discourse, collaboration, or teamwork.
	C3. Materials are relevant to students' lives.	2	1	0	Materials provides evidence that connects and relates to students' lives- provides evidence to connections to disciplinary standards involving students taking action and being civically engaged
<b>Column Totals</b>		18	0	0	
<b>OVERALL SCORE</b>				18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Justification
<b>A. Student Voice</b>	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	Material provides multiple ways for students to share learning, experiences, and background knowledge consistently throughout material.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Learning tasks, projects, and assessments are student centered and inquiry based
<b>B. Equity</b>	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Evidence that materials provide a variety of diverse perspectives with non-dominate backgrounds provided consistently throughout the materials.
<b>C. Accessibility</b>	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	Materials provide students multiple ways to express and demonstrate learning through multiple inclusive ways such as culture, language, customs, and experiences,
<b>D. Connections</b>	Materials provide more than three real—life connections made or represented from a variety	2	1	0	Materials provide more than three real life connections for students to demonstrate learning of a

	of cultures and life experiences.				variety of cultures, backgrounds, and experiences
<b>E. Culturally Centered</b>	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Materials provide access to primary sources that reflect and vary from over 10 different perspectives, viewpoints, and instructional lens.
<b>Column Totals</b>		12	0	0	
<b>OVERALL SCORE</b>				12	



## Nevada Instructional Materials Review Process

### Social Studies

**Vendor Name:** EduCurious

**Course Name:**

Middle School

Early World Civilizations

MS US History

**Grade Level:** - 6-8

**Status:** **RECOMMENDED**

**Justification:**

These instructional materials were compelling and aligned to the Nevada Academic Content Standards for Social Studies. Teacher resources, videos, and support add to the intuitive nature of the materials. Activities incorporate multiple standards and standards are taught in many lessons throughout the materials. There are many opportunities to engage in learning and actively learn the target language.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Justification
<b>A. Breadth</b>	A1. Materials target the most critical and impactful content in all grade level standards.	2	1	0	Materials offered multiple opportunities for students to engage in topics that were impactful and grade level. Materials connected all the standard stands in the social studies
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials are well written and at grade level
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Materials provided scope and sequence that was in alignment to all strands of the social studies standards
<b>B. Depth</b>	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Materials provide multiple access points through out for students to engage in academic discussions with the facilitator and peers
	B2. Materials help students think more critically about a topic.	2	1	0	Materials provided multiple tasks, projects, and assessments that enabled students to think critically. Additionally, materials provided opportunity for students to take action and be engaged in their community
	B3. Materials spark student dialogue and support further exploration.	2	1	0	Materials provide multiple opportunities throughout for students to engage in academic discussions and inquire further on a topic
<b>C. Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	1	0	Multiple examples and opportunities for students to engage in meaningful and authentic learning activities and for students to take the learning outside the classroom.
	C2. Materials foster creative, collaborative problem solving that builds college	2	1	0	Multiple opportunities for students to practice skills related to the disciplinary

	and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).				skills. Opportunities for collaboration are evident and consistently available. Delivery of information is consistent throughout and allows for any adaptations to meet other learning modalities (i.e. collaboration, discussion, video). Text provides many opportunities for students to engage in discourse, collaboration, or teamwork.
	C3. Materials are relevant to students' lives.	2	1	0	Materials provides evidence that connects and relates to students' lives- provides evidence to connections to disciplinary standards involving students taking action and being civically engaged
	<i>Column Totals</i>	18	0	0	
<b>OVERALL SCORE</b>				18	

## Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Justification
<b>A. Student Voice</b>	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	Material provides multiple ways for students to share learning, experiences, and background knowledge consistently throughout material.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Learning tasks, projects, and assessments are student centered and inquiry based
<b>B. Equity</b>	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Evidence that materials provide a variety of diverse perspectives with non-dominate backgrounds provided consistently throughout the materials.
<b>C. Accessibility</b>	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	Materials provide students multiple ways to express and demonstrate learning through multiple inclusive ways such as culture, language, customs, and experiences,
<b>D. Connections</b>	Materials provide more than three real—life connections made or represented from a variety	2	1	0	Materials provide more than three real life connections for students to demonstrate learning of

	of cultures and life experiences.				a variety of cultures, backgrounds, and experiences
<b>E. Culturally Centered</b>	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Materials provide access to primary sources that reflect and vary from over 10 different perspectives, viewpoints, and instructional lens.
<b>Column Totals</b>		12	0	0	
<b>OVERALL SCORE</b>				12	

## Nevada Instructional Materials Review Process

### Social Studies

**Vendor Name:** Inquire ED

**Course Name:**

Middle School

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

**Grade Level: - K-6**

**Status:** **RECOMMENDED**

**Justification:**

These instructional materials were compelling and aligned to the Nevada Academic Content Standards for Social Studies. Teacher resources, videos, and support add to the intuitive nature of the materials. Activities incorporate multiple standards and standards are taught in many lessons throughout the materials. There are many opportunities to engage in learning and actively learn the target language.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Justification
A. Breadth	A1. Materials target the most critical and impactful content in all grade level standards.	2	1	0	Materials offered multiple opportunities for students to engage in topics that were impactful and grade level. Materials connected all the standard stands in the social studies
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials are well written and at grade level
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Materials provided scope and sequence that was in alignment to all strands of the social studies standards
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Materials provide multiple access points through out for students to engage in academic discussions with the facilitator and peers
	B2. Materials help students think more critically about a topic.	2	1	0	Materials provided multiple tasks, projects, and assessments that enabled students to think critically. Additionally, materials provided opportunity for

					students to take action and be engaged in their community
	B3. Materials spark student dialogue and support further exploration.	2	1	0	Materials provide multiple opportunities throughout for students to engage in academic discussions and inquire further on a topic
<b>C. Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	1	0	Multiple examples and opportunities for students to engage in meaningful and authentic learning activities and for students to take the learning outside the classroom.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	Multiple opportunities for students to practice skills related to the disciplinary skills. Opportunities for collaboration are evident and consistently available. Delivery of information is consistent throughout and allows for any adaptations to meet other learning modalities (i.e. collaboration, discussion, video).



					Text provides many opportunities for students to engage in discourse, collaboration, or teamwork.
	C3. Materials are relevant to students' lives.	2	1	0	Materials provides evidence that connects and relates to students' lives- provides evidence to connections to disciplinary standards involving students taking action and being civically engaged
	<i>Column Totals</i>	18	0	0	
<b>OVERALL SCORE</b>				18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Justification
<b>A. Student Voice</b>	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	Material provides multiple ways for students to share learning, experiences, and background knowledge consistently throughout material.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Learning tasks, projects, and assessments are student centered and inquiry based
<b>B. Equity</b>	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Evidence that materials provide a variety of diverse perspectives with non-dominate backgrounds provided consistently throughout the materials.
<b>C. Accessibility</b>	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	Materials provide students multiple ways to express and demonstrate learning through multiple inclusive ways such as culture, language, customs, and experiences,
<b>D. Connections</b>	Materials provide more than three real—life connections made or represented from a variety	2	1	0	Materials provide more than three real life connections for students to demonstrate learning of a variety of

	of cultures and life experiences.				cultures, backgrounds, and experiences
<b>E. Culturally Centered</b>	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Materials provide access to primary sources that reflect and vary from over 10 different perspectives, viewpoints, and instructional lens.
<b>Column Totals</b>		12	0	0	
<b>OVERALL SCORE</b>				12	

## Nevada Instructional Materials Review Process

### Social Studies Review

**Vendor Name:** Discovery Education Techbooks

**Course Name:**

Social Studies Techbook – United States History (Prehistory – Reconstruction)

Social Studies Techbook – United States History (Civil War – Present)

Social Studies Techbook – World Geography and Cultures

Social Studies Techbook – World History (Prehistory – Present)

Social Studies Techbook – Civics and Government

**Grade Level:** 6 -12

**Status:** **NOT RECOMMENDED**

**Justification:**

The materials do not align to standards, nor the breadth or depth of the standards. Materials are not recommended for approval due to the following:

- materials lack application and experiences relevant to students
- materials lack evidence of the multicultural standards
- materials lack evidence of financial literacy standards
- materials lack application of social justice
- materials lack the full arc of inquiry
- minimal level of rigor expected

This material could be used as a supplemental resources to many courses, but not for core instruction.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Justification
A. Breadth	A1. Materials target the most critical and impactful content in all grade level standards.	2	1	0	Does not include all standards in the social justice, consciousness and action, diverse contributions, and respectful engagement with diverse people of the Multicultural strand. Additionally, standards missing under financial literacy: financial decision, insurance, investing, risk, and college and career readiness stand
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials are well written and grade level appropriate
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Scope is not included for all standards- scope does not include strands for multicultural, financial literacy, and economics
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Minimal evidence of opportunities for the students to engage in deep academic discussions- missing connections to the skills of the disciplinary standards, which are required, as the first 10, in every subset of standards
	B2. Materials help students think more critically about a topic.	2	1	0	Minimal evidence of application connected to all

					strands within the standards. Minimal opportunities for student critical think and then take action as students become productive community members
	B3. Materials spark student dialogue and support further exploration.	2	1	0	Minimal evidence to develop inquiry and limited connection to the disciplinary standards, and providing students with opportunities to seek further learning on topics
<b>C. Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	1	0	Minimal evidence of student opportunity to engage in meaningful and authentic learning activities. Limited opportunities in the material for students to take the learning outside the classroom.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	Minimal practice of skills related to the disciplinary skills and financial literacy standards. Opportunities for collaboration are not present. Delivery of information is consistent throughout, but does not allow for any adaptations to meet other learning modalities (i.e. collaboration, discussion, video). Text provides limited opportunities for

					students to engage in discourse, collaboration, or teamwork.
	C3. Materials are relevant to students' lives.	2	1	0	Minimal application and connection to student lives. Minimal opportunities for students to apply civics awareness, taking action, work ready and community building skills
<b>Column Totals</b>		2	8	0	
<b>OVERALL SCORE</b>				10	

### Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Justification
<b>A. Student Voice</b>	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	Minimal evidence of student opportunities consistent throughout material. Evidence is not consistent through out material
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Minimal evidence of student-centered learning
<b>B. Equity</b>	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Minimal evidence of multiple perspectives for a core program. Materials lacks evidence of diverse cultures displaying topics in an inclusive manner

<b>C. Accessibility</b>	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	Minimal opportunities for students to express learning or demonstrate learning in a variety of ways
<b>D. Connections</b>	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	Does not provide three or more examples of connections of a variety of cultures-connections made to two that were consistent
<b>E. Culturally Centered</b>	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Does not reflect over 10 access points to diverse cultures, consistently-reflected 6
<i>Column Totals</i>			6		
<b>OVERALL SCORE</b>				6	



## Nevada Instructional Materials Review Process

### Social Studies Review

**Vendor Name:** McGraw Hill

**Course Name:**

Social Studies Elementary K-5 Impact

Social Studies Middle School: Early World Civilizations, Early US History,  
World Geography and Global Studies

Social Studies High School: World History and Geography, US History, and US Government  
and Economics

**Grade Level:** K -12

**Status:** **NOT RECOMMENDED**

**Justification:**

The submitted materials were published in 2018 before the standards were finalized and approved in Nevada. The materials were inclusive of the C3 Framework ; however, the materials did not include or were aligned to the Nevada Academic Content Standards for Social Studies. Materials are not recommended for approval due to the following:

- materials lack evidence of the multicultural standards
- materials lack evidence of financial literacy standards
- materials lack evidence to Nevada History standards
- materials lack evidence to economic standards
- materials lack application of social justice, diversity, and inclusion
- materials lack full application of the disciplinary skills

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Justification
<b>A. Breadth</b>	A1. Materials target the most critical and impactful content in all grade level standards.	2	1	0	Does not include all standards in the social justice, consciousness and action, diverse contributions, and respectful engagement with diverse people of the Multicultural strand. Additionally, standards missing under financial literacy: financial decision, insurance, investing, risk, and college and career readiness standards. Also, no evidence or connections to Nevada history through out secondary texts.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials are grade level appropriate
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Scope is not included for all standards- scope does not include strands for multicultural, financial literacy, economics, nor is the sequence inclusive of timeline of standards delivery.
<b>B. Depth</b>	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Minimal evidence of opportunities for the students to engage in deep academic discussions- missing connections to the skills of the disciplinary standards, which are required, as the first 10, in every subset of standards
	B2. Materials help students think more critically about a topic.	2	1	0	Minimal evidence of application connected to all strands within the standards. Minimal opportunities for student critical think and then take action as students become productive community members

	B3. Materials spark student dialogue and support further exploration.	2	1	0	Minimal evidence to develop inquiry and limited connection to the disciplinary standards, and providing students with opportunities to seek further learning on topics
<b>C. Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	1	0	Minimal evidence of student opportunity to engage in meaningful and authentic learning activities. Limited opportunities in the material for students to take the learning outside the classroom.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	Minimal evidence for students to practice skills related to the disciplinary skills Opportunities for collaboration are not present. Delivery of information is consistent throughout, but does not allow for any adaptations to meet other learning modalities (i.e. collaboration, discussion, video). Text provides limited opportunities for students to engage in discourse, collaboration, or teamwork.
	C3. Materials are relevant to students' lives.	2	1	0	Minimal evidence in material that connects to relates to students' lives- missing connections to disciplinary standards involving students taking action and being civically engaged
<b>Column Totals</b>			6	0	
<b>OVERALL SCORE</b>				0	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Justification
<b>A. Student Voice</b>	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	Minimal evidence of student opportunities consistent throughout material. Evidence is not consistent throughout material
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Minimal evidence of student-centered learning
<b>B. Equity</b>	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Minimal evidence of multiple perspectives for a core program. Materials lacks evidence of diverse cultures displaying topics in an inclusive manner
<b>C. Accessibility</b>	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	Minimal opportunities for students to express learning or demonstrate learning in a variety of ways
<b>D. Connections</b>	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	Does not provide three or mor examples of connections of a variety of cultures-connections made to two that were consistent
<b>E. Culturally Centered</b>	Materials provide ten or more varying authors and philosophies	2	1	0	Does not reflect over 10 access

	that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.				points to diverse cultures, consistently-reflected 5
<i>Column Totals</i>			6		
<b>OVERALL SCORE</b>				6	

## Nevada Instructional Materials Review Process

### Social Studies Review

**Vendor Name:** Newsela

**Course Name:**

Social Studies Elementary

Social Studies Middle School

Social Studies High School

**Grade Level:** K -12

**Status:** **NOT RECOMMENDED**

**Justification:**

The materials do not align to standards, nor the breadth or depth of the standards. Materials are not recommended for approval due to the following:

- materials lack evidence of the multicultural standards
- materials lack evidence of financial literacy standards
- materials lack evidence to Nevada History standards
- materials lack evidence to economic standards
- materials lack application of social justice and diversity
- materials lack application of the disciplinary skills
- minimal level of rigor expected
- materials provide supplemental literacy resources but not a core program

This material could be used as a supplemental resources.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Justification
A. Breadth	A1. Materials target the most critical and impactful content in all grade level standards.	2	1	0	Does not include all standards in the social justice, consciousness and action, diverse contributions, and respectful engagement with diverse people of the Multicultural strand. Additionally, standards missing under financial literacy: financial decision, insurance, investing, risk, and college and career readiness stand. Lastly, no evidence of standards to Nevada history.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials are well written and grade level appropriate
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Scope is not included for all standards- scope does not include strands for multicultural, financial literacy, economics, and Nevada history through out grade levels. The scope and timeline are not in alignment of standard delivery
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Minimal evidence of opportunities for the students to engage in deep academic discussions- missing connections to the skills of the disciplinary standards, which are required, as the first 10, in every subset of standards
	B2. Materials help students think more critically about a topic.	2	1	0	Minimal evidence of inquiry and missing disciplinary standards. Students have limited opportunity to think critically beyond the basics of a topic

	B3. Materials spark student dialogue and support further exploration.	2	1	0	Minimal evidence to develop inquiry and limited connection to the disciplinary standards, and providing students with opportunities to seek further learning on topics
<b>C. Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	1	0	Minimal evidence of application connected to all strands within the standards. Minimal opportunities for student critical think and then take action as students become productive community members
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	Minimal practice of skills related to the disciplinary skills and financial literacy standards. Opportunities for collaboration are not present. Delivery of information is consistent throughout, but does not allow for any adaptations to meet other learning modalities (i.e. collaboration, discussion, video). Text provides limited opportunities for students to engage in discourse, collaboration, or teamwork.
	C3. Materials are relevant to students' lives.	2	1	0	Some opportunities for students to apply civics awareness, acting, work ready and community building skills- not consistent throughout material.
<b>Column Totals</b>			10	0	
<b>OVERALL SCORE</b>				10	



Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Justification
<b>A. Student Voice</b>	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	Minimal evidence of student opportunities to share experiences or connect to the material.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Some evidence of student-centered learning- not throughout the entire techbook
<b>B. Equity</b>	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Minimal evidence of multiple perspectives for a core program. Materials lacks evidence of diverse cultures displaying topics in an inclusive manner
<b>C. Accessibility</b>	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge	2	1	0	Minimal opportunities for students to express learning or demonstrate learning in a variety of ways

	of individual students' strengths and needs.				
<b>D. Connections</b>	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	Does not provide three or mor examples of connections of a variety of cultures- connections made to two that were consistent
<b>E. Culturally Centered</b>	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Does not reflect over 10 access points to diverse cultures, consistently- reflected 5
<b>Column Totals</b>			6		
<b>OVERALL SCORE</b>				6	

## Nevada Instructional Materials Review Process

### Social Studies Review

**Vendor Name:** Splash

**Course Name:**

Social Studies Grade 4: Nevada History

**Grade Level:** K -5

**Status:** **NOT RECOMMENDED**

**Justification:**

The materials do not align to standards, nor the breadth or depth of the standards. Materials are not recommended for approval due to the following:

- no evidence of the multicultural standards
- no evidence of financial literacy standards
- no connections or applications of social justice and diversity
- no application of the disciplinary skills
- Extremely low level of rigor expected
- Materials are a list of activities and worksheets

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Justification
A. Breadth	A1. Materials target the most critical and impactful content in all grade level standards.	2	1	0	Does not include all standards in the social justice, consciousness and action, diverse contributions, and respectful engagement with diverse people of the Multicultural strand. Additionally, standards missing under financial literacy: financial decision, insurance, investing, risk, and college and career readiness standards. The material is very basic and all DOK level 1
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials are very basic and not written at grade level nor uses appropriate academic language that meets the rigor of the standards or inquiry skills and standards
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Scope is basic and does not follow a sequence. Materials are a list of activities.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	No evidence of inquiry to the standards nor tasks or skills that would foster skills to have deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	No evidence for students to critical think and then act as students become productive community members. Material is very low level.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	No evidence to develop inquiry, no connection to the disciplinary standards, and no evidence of students seeking further learning on topics

<b>C. Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	1	0	No evidence of student opportunity to engage in meaningful and authentic learning activities. No opportunities in the materials provides student to take the learning outside the classroom.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	No evidence for students to practice skills related to the disciplinary skills Opportunities for collaboration are not present. Delivery of information is consistent throughout, but does not allow for any adaptations to meet other learning modalities (i.e. collaboration, discussion, video). Text provides limited opportunities for students to engage in discourse, collaboration, or teamwork.
	C3. Materials are relevant to students' lives.	2	1	0	No evidence in material that connects to relates to students' lives.
<b>Column Totals</b>				0	
<b>OVERALL SCORE</b>				0	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Justification
<b>A. Student Voice</b>	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	No evidence of student opportunities to share experiences or connect to the material.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	No evidence of student-centered learning
<b>B. Equity</b>	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	No evidence of multiple perspectives for a core program. Materials lacks evidence of diverse cultures displaying topics in an inclusive manner
<b>C. Accessibility</b>	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge	2	1	0	No opportunities for students to express learning or demonstrate learning in a variety of ways

	of individual students' strengths and needs.				
<b>D. Connections</b>	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	Does not provide three or more examples of connections of a variety of cultures- no connections were evident
<b>E. Culturally Centered</b>	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Does not reflect over 10 access points to diverse cultures, consistently-reflected 1
<b>Column Totals</b>					
<b>OVERALL SCORE</b>				0	