



High Quality Instructional Materials for Standards Alignment Rubric in Social Studies High School World History

Revised September 01, 2020

Introduction

Every Nebraska student deserves the opportunity to learn from high-quality, standards-aligned instructional materials to prepare for success in college, career, and civic life. The Nebraska Department of Education and key partners are committed to providing statewide leadership that informs and supports the decisions made locally related to curriculum and instructional materials.

This includes learning the content outlined in Nebraska's content area standards, but also includes opportunities for students to discover and explore their passions within the context of their postsecondary interests. The opportunity for our students to learn is smaller when students receive instruction from materials not aligned to state standards. The use of high-quality, standards aligned instructional materials creates a greater opportunity for students to learn.

Teachers who are knowledgeable about the content they are teaching and comfortable with the materials they are using are more likely to be effective in the classroom. Educators cannot be expected to move from one set of instructional materials to another overnight. Whether they have been in the classroom for years or are new to the profession, teachers need training and support to implement new materials aligned to revised standards. High-quality instructional materials are designed to help build a teacher's content knowledge, provide guidance to inform lesson planning, and offer structures to support collaboration with other teachers.

Today, 73% of U.S. teachers say they are using materials found online more than they use hardcover textbooks. More than 93% of teachers report frequently using their own or locally-developed materials. Searching for supplemental materials can be exhausting, given the vast amount of content available online and the wide range of quality. Instructional coherence can be lost when materials from multiple sources are used. This compounds the difficulties teachers face and can result in inequity for our students. Commercially-developed instructional materials may be marketed as aligned with state standards, however, independent reviews of the materials indicate that is not always the case.

This rubric was developed to support educators in evaluating the quality of lessons and full-year sets of instructional materials. Data from the rubrics will be compiled into a database (found on the Nebraska Department of Education Social Studies web page) which maximizes administrators', curriculum directors', teacher leaders', and teachers' time by highlighting high quality, standards-aligned instructional materials. That way, more time can be spent on strategies that

support effective implementation and less time can be spent on selecting materials.

Nebraska Instructional Materials Collaborative



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Evaluating High Quality Instructional Materials

Standards Alignment

Directions:

Determine if the instructional materials are aligned to the 2019 Nebraska Social Studies State Standards by indicating a “yes” or “no” in each column.

Provide evidence and/or justification of your answer by including page number, lesson plans, unit topics, etc.,.

Reviewers must indicate a “yes” for each of the standards listed before any instructional materials can be considered as high quality.

High Quality Instructional Materials Evaluation Rubric

Name of Reviewer:

Date:

Title of Instructional Material:

Grade/Grade Band:

Publisher:

Edition and Edition Year:

Any additional information important to the review of the instructional material:



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History

Instructional Materials Standards Alignment Tool

2019 Nebraska Social Studies Standards and Indicators - World History		Yes	No	Evidence
Change, Continuity, and Context				
SS HS.4.1	Analyze and evaluate patterns of continuity and change over time in world history.			
SS HS.4.1.a	Evaluate the cause and effect of historical events in the world.			
SS HS.4.1.b	Select, record, and interpret key global events in chronological order.			
SS HS.4.1.c	Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.			
Multiple Perspectives				
SS HS.4.2	Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.			
SS HS.4.2.a	Identify and evaluate how considering multiple perspectives facilitates an understanding of history.			
SS HS.4.2.b	Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.			
SS HS.4.3	Examine historical events from the perspectives of diverse groups.			



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SS HS.4.3.a	Identify how differing experiences can lead to the development of perspectives.			
SS HS.4.3.b	Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.			
Historical Analysis and Interpretation				
SS HS.4.4	Evaluate sources for perspective, limitations, accuracy, and historical context.			
SS HS.4.4.a	Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.			
SS HS.4.4.b	Evaluate strengths and limitations of a variety of primary and secondary historical sources.			
SS HS.4.4.c	Determine the relationship between multiple causes and effects of events and developments in the past.			
SS HS.4.4.d	Synthesize the relationships among historical events in the United States and relevant contemporary issues.			
Historical Inquiry and Research				
SS HS.4.5	Apply the inquiry process to construct and answer historical questions.			
SS HS.4.5.a	Construct meaningful questions that initiate an inquiry.			



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SS HS.4.5.b	Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources.			
SS HS.4.5.c	Select, organize, and corroborate relevant historical information about selected topics in world history.			
SS HS.4.5.d	Synthesize historical information to create new understandings.			
SS HS.4.5.e	Communicate inquiry results within a historical context.			