

## United States Government and Civics Social Studies Instructional Materials Scoring Rubric

Gateway: The publisher must provide a Tennessee standards alignment guide as a part of the scope and sequence for the material. If this gateway is not met, the materials will not be scored. All Tennessee standards must be addressed within the material. If this is not met, the material will not pass review by the Tennessee Textbook and Instructional Materials Quality Commission.

**Introduction:**

The following Instructional Materials Scoring Rubric for Social Studies is designed to score materials in the following categories:

- Alignment of Content
- Instructional Focus
- Social Studies Practices
- Accessibility Features

**Scoring:**

Each section is to be scored using a 0, 1, or 2. Use the following scoring guideline.

Tables 1-4:

- 0: The standard is not present within the material.
- 1: The standard is present within the material. The intent and /or frequency component of the standard is not fully met. •
- 2: A rating of 2 indicates the standard is present and all aspects of the standard are fully met.

**Table 1: Alignment of Content**

**Directions:**

- **0: The standard is not present within the material**
- **1: The standard is present within the material. The intent and/or frequency component of the standard is not fully met. •**
- **2: A rating of a 2 indicates the standard is present and all aspects of the standard are fully met.**

	0	1	2	
Conceptual Understanding: Materials support student engagement with the Tennessee Social Studies standards and model curriculum, providing educators with a clear, standards-based pathway to address content and skills in a coherent and sequenced manner.				<b>Evidence</b>
<b>GC.01</b> Describe the purpose and functions of government.			<b>X</b>	<b>Student Text – Section 2 – The Foundations of Government</b> The Nature of Power, Politics, and Government

			<p><b>Student Text – Section 2 – Working in Committee</b> Congressional Lawmaking</p> <p><b>Student Text – Section 3 – Debating and Voting on the House and Senate Floor</b> Congressional Lawmaking</p> <p><b>Student Text – Section 4 – The Organization of the Executive Branch</b> Chief Executives and Bureaucracies</p> <p><b>Student Text – Section 5 – Local, State, and Federal Bureaucracies</b> Chief Executives and Bureaucracies</p> <p><b>Student Text – Unit 1 – Power, Authority, and Government</b> Unit 1 Introduction</p>
<p><b>GC.02</b> Compare and contrast different forms of government, such as monarchy, oligarchy, democracy, and republic.</p>		<p>X</p>	<p><b>Reading – Explore – Case Studies in Communism</b> Comparing Forms of Government</p> <p><b>Student Text – Explore – New Democracies Around the World</b> The Roots of American Democracy</p> <p><b>Student Text – Explore – Revolutions in Latin America</b> The Roots of American Democracy</p> <p><b>Student Text – Section 1 – The Origins and Evolution of Government</b> Comparing Forms of Government</p> <p><b>Student Text – Section 2 – Forms of Government in Today's World</b> Comparing Forms of Government</p> <p><b>Student Text – Section 3 – The Distribution of Power in Governments Today</b> Comparing Forms of Government</p> <p><b>Student Text – Unit 1 – Power, Authority, and Government</b> Unit 1 Introduction</p> <p><b>Unit Project – Political Inquiry</b> Power, Authority, and Government</p>
<p><b>GC.03</b> Analyze the influence of various thinkers on the formation of U.S. government, such as William Blackstone, John Locke, Charles Louis Montesquieu, and Thomas Hobbes.</p>		<p>X</p>	<p><b>Teacher Subscription: Presentation – Activity</b> The Roots of American Democracy</p> <p><b>Reading – Explore – From Enlightenment to Declaring Independence</b> The Roots of American Democracy</p>

			<b>Student Text – Unit 2 – Foundations of American Government</b> Unit 2 Introduction
<b>GC.04</b> Analyze the influence of past governments on the formation of the United States, such as Greek democracy, Roman republic, the Magna Carta, and the Mayflower Compact.		X	<b>Teacher Subscription: Presentation – Activity</b> The Roots of American Democracy <b>Massasoit (about 1580–1660)</b> Biographies <b>Reading – Explore – From Enlightenment to Declaring Independence</b> The Roots of American Democracy <b>Student Text – Explore – Ancient Greece and Rome and Their Influence on Modern Western Civilization</b> Comparing Forms of Government <b>Student Text – Section 1 – Ideas That Shaped Colonial Views on Government</b> The Roots of American Democracy <b>Student Text – Section 2 – From Ideas to Independence: The American Revolution</b> The Roots of American Democracy <b>Student Text – Section 2 – The Foundations of Government</b> The Nature of Power, Politics, and Government
<b>GC.05</b> Examine the Declaration of Independence and American grievances against British rule.		X	<b>Franklin, Benjamin (1706–1790)</b> Biographies <b>Ideas That Unite Us as Americans</b> Civics Library <b>Reading – Explore – From Enlightenment to Declaring Independence</b> The Roots of American Democracy <b>Student Text – Explore – The U.S. Constitution: Promoting the Public Good and Protecting Individual Rights</b> The United States Constitution <b>Student Text – Section 1 – Ideas That Shaped Colonial Views on Government</b> The Roots of American Democracy <b>Student Text – Section 2 – From Ideas to Independence: The American Revolution</b> The Roots of American Democracy <b>Student Text – The Declaration of Independence</b>

			Civic Resources
<b>GC.06</b> Identify the strengths and weaknesses of the Articles of Confederation.		X	<p><b>Student Text – Section 2 – From Ideas to Independence: The American Revolution</b> The Roots of American Democracy</p> <p><b>Student Text – Section 3 – Putting Ideas to Work: Framing New Constitutions</b> The Roots of American Democracy</p> <p><b>Student Text – Section 3 – The Distribution of Power in Governments Today</b> Comparing Forms of Government</p> <p><b>Student Text – Summary</b> The Roots of American Democracy</p>
<b>GC.07</b> Discuss the Constitutional Convention of 1787, including major compromises (e.g., Great Compromise, Three-Fifths Compromise, importation of enslaved people, and the electoral college).		X	<p><b>Reading – Explore – Virginia's Role in Creating the Bill of Rights</b> The Roots of American Democracy</p> <p><b>Student Text – Explore – The U.S. Constitution: Promoting the Public Good and Protecting Individual Rights</b> The United States Constitution</p> <p><b>Student Text – Section 3 – Putting Ideas to Work: Framing New Constitutions</b> The Roots of American Democracy</p> <p><b>Student Text – Section 4 – Ratifying the Constitution</b> The Roots of American Democracy</p> <p><b>Student Text – Section 5 – Adding the Bill of Rights</b> The Roots of American Democracy</p> <p><b>Washington, George (1732–1799)</b> Biographies</p>
<b>GC.08</b> Identify key debates surrounding the ratification of the constitution between the Federalists (e.g., Federalist Papers) and Anti-federalists (e.g., Brutus Papers).		X	<p><b>Student Text – Primary Source – The Anti-Federalist Writings</b> The Roots of American Democracy</p> <p><b>Student Text – Primary Source – The Federalist Papers</b> The Roots of American Democracy</p> <p><b>Student Text – Section 2 – Interest Groups in America</b> Parties, Interest Groups, and Public Policy</p> <p><b>Student Text – Section 3 – Guiding Principles of the Constitution</b> The United States Constitution</p> <p><b>Student Text – Section 3 – Putting Ideas to Work: Framing New</b></p>

			<p><b>Constitutions</b>  The Roots of American Democracy  <b>Student Text - Section 4 - Ratifying the Constitution</b>  The Roots of American Democracy  <b>Unit Project - Unit Introduction</b>  The Legislative Branch</p>
<p><b>GC.09</b> Describe the purposes of government as outlined in the Preamble of the Constitution.</p>		<p>X</p>	<p><b>Ideas That Unite Us as Americans</b>  Civics Library  <b>Student Text - Section 1 - Elements of the Constitution</b>  The United States Constitution  <b>Student Text - Section 3 - Putting Ideas to Work: Framing New Constitutions</b>  The Roots of American Democracy</p>
<p><b>GC.10</b> Describe principles of limited government in the U.S. Constitution, including:  • Checks and balances • Federalism • Judicial Review • Popular sovereignty • Rule of law • Separation of powers</p>		<p>X</p>	<p><b>Teacher Subscription: Presentation - Activity</b>  Federalism: National, State, and Local Powers  <b>Teacher Subscription: Presentation - Activity</b>  The United States Constitution  <b>Student Text - Section 1 - Elements of the Constitution</b>  The United States Constitution  <b>Student Text - Section 2 - The Evolution of Federalism</b>  Federalism: National, State, and Local Powers  <b>Student Text - Section 3 - Guiding Principles of the Constitution</b>  The United States Constitution  <b>Student Text - Section 3 - State Governments in a Federal System</b>  Federalism: National, State, and Local Powers  <b>Student Text - Section 3 - The Work of Congress</b>  Lawmakers and Legislatures  <b>Student Text - Section 4 - Interpreting the Constitution</b>  The United States Constitution  <b>Student Text - Section 4 - Local Governments</b>  Federalism: National, State, and Local Powers  <b>Student Text - The Constitution of the United States</b>  Civic Resources</p>

<p><b>GC.11</b> Describe the structure of the Constitution and the process to amend it.</p>			<p><b>X</b></p> <p><b>Teacher Subscription: Presentation – Activity</b> Congressional Lawmaking</p> <p><b>Teacher Subscription: Presentation – Activity</b> The United States Constitution</p> <p><b>Teacher Subscription: Presentation – Activity</b> Citizen Participation in a Democracy</p> <p><b>Reading – Explore – Amendments that Affected Congress</b> Lawmakers and Legislatures</p> <p><b>Reading – Explore – Amendments that Affected the Presidency</b> Chief Executives and Bureaucracies</p> <p><b>Student Text – Section 1 – Elements of the Constitution</b> The United States Constitution</p> <p><b>Student Text – Section 2 – Amending the Constitution</b> The United States Constitution</p> <p><b>Student Text – Section 3 – Guiding Principles of the Constitution</b> The United States Constitution</p> <p><b>Student Text – Section 3 – The Federal Judiciary</b> Courts, Judges, and the Law</p> <p><b>Student Text – The Constitution of the United States</b> Civic Resources</p>
<p><b>GC.12</b> Analyze Article I and the 17th Amendment of the Constitution as they relate to the legislative branch, including: • Election to office for representatives and senators • Eligibility for office • Length of terms • Roles and responsibilities</p>			<p><b>X</b></p> <p><b>Reading – Explore – Amendments that Affected Congress</b> Lawmakers and Legislatures</p> <p><b>Student Text – Amendments to the Constitution of the United States</b> Civic Resources</p> <p><b>Student Text – Section 1 – The Right To Vote</b> Political Campaigns and Elections</p> <p><b>Student Text – The Constitution of the United States</b> Civic Resources</p>
<p><b>GC.13</b> Describe the census and its role in redistricting and reapportionment, including the role of <i>Baker v. Carr</i> and <i>Shaw v. Reno</i>.</p>			<p><b>X</b></p> <p><b>Reading – Explore – Activism and Restraint by the Courts</b> Courts, Judges, and the Law</p> <p><b>Student Text – Introduction</b> Federalism: National, State, and Local Powers</p> <p><b>Student Text – Section 1 – Legislators and Their Constituents</b> Lawmakers and Legislatures</p>

			<p><b>Student Text – Section 3 – State Governments in a Federal System</b>  Federalism: National, State, and Local Powers  <b>Unit Project – Unit Introduction</b>  Foundations of American Government  <b>Shaw v. Reno (1993)</b>  Supreme Court Case Library</p>
<p><b>GC.14</b> Identify leadership positions in the legislative branch and describe their roles, including:  • Majority and minority leaders • President pro tempore • Role of the vice president • Speaker of the House</p>		X	<p><b>Teacher Subscription: Presentation – Activity</b>  Lawmakers and Legislatures  <b>Teacher Subscription: Presentation – Activity</b>  Congressional Lawmaking  <b>Student Text – Section 1 – Convening a New Congress</b>  Congressional Lawmaking  <b>Student Text – Section 1 – Legislators and Their Constituents</b>  Lawmakers and Legislatures  <b>Student Text – Section 2 – The Organization of Congress</b>  Lawmakers and Legislatures  <b>Student Text – Section 2 – Working in Committee</b>  Congressional Lawmaking  <b>Student Text – Section 3 – Debating and Voting on the House and Senate Floor</b>  Congressional Lawmaking  <b>Student Text – Section 3 – The Work of Congress</b>  Lawmakers and Legislatures  <b>Student Text – Section 4 – Final Steps in the Legislative Process</b>  Congressional Lawmaking  <b>Student Text – Unit 4 – The Legislative Branch</b>  Unit 4 Introduction</p>
<p><b>GC.15</b> Describe the legislative process from the introduction of a bill to a presidential action.</p>		X	<p><b>Teacher Subscription: Presentation – Activity</b>  Congressional Lawmaking  <b>Teacher Subscription: Presentation – Activity</b>  Lawmakers and Legislatures  <b>Student Text – Explore – Political Inquiry: Laws</b>  Congressional Lawmaking  <b>Student Text – Section 2 – Working in Committee</b>  Congressional Lawmaking</p>

			<p><b>Student Text – Section 3 – Debating and Voting on the House and Senate Floor</b> Congressional Lawmaking</p> <p><b>Student Text – Section 3 – The Work of Congress</b> Lawmakers and Legislatures</p> <p><b>Student Text – Section 4 – Final Steps in the Legislative Process</b> Congressional Lawmaking</p>
<b>GC.16</b> Identify Tennessee’s U.S. Senators and the representative for the student’s respective district.		X	<p><b>Explore – Tennessee State and Local Government</b> Federalism: National, State, and Local Powers</p>
<b>GC.17</b> Identify the enumerated, implied, and concurrent powers of the U.S. Congress.		X	<p><b>Teacher Subscription: Presentation – Activity</b> Congressional Lawmaking</p> <p><b>Teacher Subscription: Presentation – Activity</b> Lawmakers and Legislatures</p> <p><b>Student Text – Section 1 – Convening a New Congress</b> Congressional Lawmaking</p> <p><b>Student Text – Section 1 – Elements of the Constitution</b> The United States Constitution</p> <p><b>Student Text – Section 1 – Legislators and Their Constituents</b> Lawmakers and Legislatures</p> <p><b>Student Text – Section 2 – The Organization of Congress</b> Lawmakers and Legislatures</p> <p><b>Student Text – Section 2 – Working in Committee</b> Congressional Lawmaking</p> <p><b>Student Text – Section 3 – The Work of Congress</b> Lawmakers and Legislatures</p> <p><b>Student Text – Unit 4 – The Legislative Branch</b> Unit 4 Introduction</p> <p><b>Unit Project – Political Inquiry</b> The Legislative Branch</p>
<b>GC.18</b> Explain the process and significance of congressional elections (e.g., mid-term elections).		X	<p><b>Teacher Subscription: Presentation – Activity</b> Lawmakers and Legislatures</p> <p><b>Teacher Subscription: Presentation – Activity</b> Congressional Lawmaking</p> <p><b>Student Text – Section 1 – Convening a New Congress</b> Congressional Lawmaking</p>

			<p><b>Student Text – Section 1 – Elements of the Constitution</b> The United States Constitution</p> <p><b>Student Text – Section 1 – Legislators and Their Constituents</b> Lawmakers and Legislatures</p> <p><b>Student Text – Section 2 – The Organization of Congress</b> Lawmakers and Legislatures</p> <p><b>Student Text – Section 3 – Guiding Principles of the Constitution</b> The United States Constitution</p> <p><b>Student Text – Section 3 – The Work of Congress</b> Lawmakers and Legislatures</p> <p><b>Student Text – Unit 4 – The Legislative Branch</b> Unit 4 Introduction</p> <p><b>Unit Project – Political Inquiry</b> The Legislative Branch</p>
<b>GC.19</b> Identify the arguments in <i>Federalist Paper #70</i> that addresses the establishment of the executive office.		X	<p><b>Student Text – Primary Source – The Federalist Papers</b> The Roots of American Democracy</p> <p><b>Student Text – Section 4 – Ratifying the Constitution</b> The Roots of American Democracy</p>
<b>GC.20</b> Analyze Article II of the Constitution as it relates to the executive branch, including: • Length of Term (i.e., 22nd Amendment) • Eligibility for office • Oath of office • Succession (i.e., 25th Amendment) • Impeachment		X	<p><b>Student Text – Explore – Presidential Power</b> Chief Executives and Bureaucracies</p> <p><b>Student Text – Section 1 – Chief Executives: Mayors, Governors, and Presidents</b> Chief Executives and Bureaucracies</p> <p><b>Student Text – Section 2 – The Growth of Presidential Power</b> Chief Executives and Bureaucracies</p> <p><b>Student Text – Section 3 – Guiding Principles of the Constitution</b> The United States Constitution</p> <p><b>Student Text – The Constitution of the United States</b> Civic Resources</p>
<b>GC.21</b> Describe the various powers and roles of the presidency, including: • Commander-in-Chief • Treaty negotiation • Appointments • Executive orders • Pardons and clemency		X	<p><b>Teacher Subscription: Presentation – Activity</b> Chief Executives and Bureaucracies</p> <p><b>Reading – Explore – Amendments that Affected the Presidency</b> Chief Executives and Bureaucracies</p>

			<p><b>Student Text – Explore – Presidential Power</b> Chief Executives and Bureaucracies</p> <p><b>Student Text – Section 1 – Chief Executives: Mayors, Governors, and Presidents</b> Chief Executives and Bureaucracies</p> <p><b>Student Text – Section 2 – The Growth of Presidential Power</b> Chief Executives and Bureaucracies</p> <p><b>Student Text – Section 3 – The Modern President’s Job</b> Chief Executives and Bureaucracies</p> <p><b>Student Text – Unit 5 – The Executive Branch</b> Unit 5 Introduction</p>
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<p><b>GC.22</b> Identify and describe the functions of executive branch departments and agencies (e.g., bureaucracies) in the United States, including:</p> <ul style="list-style-type: none"> <li>• Defense • State • Treasury • Justice</li> </ul>		<p>X</p>	<p><b>Teacher Subscription: Presentation – Activity</b> Chief Executives and Bureaucracies</p> <p><b>Reading – Explore – Amendments that Affected the Presidency</b> Chief Executives and Bureaucracies</p> <p><b>Student Text – Political Inquiry – Understanding the Role of Executive Agencies</b> Political Inquiry: Understanding the Role of Executive Agencies</p> <p><b>Student Text – Section 1 – Chief Executives: Mayors, Governors, and Presidents</b> Chief Executives and Bureaucracies</p> <p><b>Student Text – Section 2 – The “Soft Power” Tools of Foreign Policy</b> Creating American Foreign Policy</p> <p><b>Student Text – Section 3 – Guiding Principles of the Constitution</b> The United States Constitution</p> <p><b>Student Text – Section 3 – The Modern President’s Job</b> Chief Executives and Bureaucracies</p> <p><b>Student Text – Section 4 – The Organization of the Executive Branch</b> Chief Executives and Bureaucracies</p> <p><b>Student Text – Section 5 – Local, State, and Federal Bureaucracies</b> Chief Executives and Bureaucracies</p> <p><b>Unit Project – Political Inquiry</b></p>
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			The Executive Branch
<b>GC.23</b> Trace the sequence of a presidential election from initial candidacy through inauguration.		X	<p><b>Teacher Subscription: Presentation – Activity</b> Public Opinion and the Media</p> <p><b>Teacher Subscription: Presentation – Activity</b> Political Campaigns and Elections</p> <p><b>Citizenship Toolkit: Volunteering in a Political Campaign</b> Civics Library</p> <p><b>Student Text – Section 1 – Chief Executives: Mayors, Governors, and Presidents</b> Chief Executives and Bureaucracies</p> <p><b>Student Text – Section 1 – Political Parties in the United States</b> Parties, Interest Groups, and Public Policy</p> <p><b>Student Text – Section 2 – Choosing Candidates for Public Office: The Nomination Process</b> Political Campaigns and Elections</p> <p><b>Student Text – Section 2 – Interest Groups in America</b> Parties, Interest Groups, and Public Policy</p> <p><b>Student Text – Section 2 – Measuring Public Opinion</b> Public Opinion and the Media</p> <p><b>Student Text – Section 3 – Campaigning in General Elections</b> Political Campaigns and Elections</p> <p><b>Student Text – Section 4 – Financing Election Campaigns</b> Political Campaigns and Elections</p>
<b>GC.24</b> Explain the Electoral College system, and compare and contrast arguments for and against it.		X	<p><b>Teacher Subscription: Presentation – Activity</b> Political Campaigns and Elections</p> <p><b>Student Text – Section 1 – Chief Executives: Mayors, Governors, and Presidents</b> Chief Executives and Bureaucracies</p> <p><b>Student Text – Section 3 – Campaigning in General Elections</b> Political Campaigns and Elections</p> <p><b>Student Text – Section 3 – Putting Ideas to Work: Framing New Constitutions</b> The Roots of American Democracy</p> <p><b>Unit Project – Unit Introduction</b> Political Participation and Behavior</p>
<b>GC.25</b> Identify the arguments in <i>Federalist Paper #78</i> that		X	<b>Student Text – Section 3 – Guiding Principles of the</b>

addresses the establishment of the federal courts system.			<p><b>Constitution</b> The United States Constitution <b>Student Text - Section 3 - The Federal Judiciary</b> Courts, Judges, and the Law</p>
<p><b>GC.26</b> Analyze Article III of the Constitution as it relates to judicial power, including the length of terms and the jurisdiction of the U.S. Supreme Court.</p>		X	<p><b>Classroom Activity - Slideshow</b> Courts, Judges, and the Law <b>Reading - Explore - The Relationship Between Federal and State Courts</b> Courts, Judges, and the Law <b>Student Text - Section 1 - Elements of the Constitution</b> The United States Constitution <b>Student Text - Section 3 - The Federal Judiciary</b> Courts, Judges, and the Law <b>Student Text - Section 4 - Interpreting the Constitution</b> The United States Constitution <b>Unit Project - Political Inquiry</b> The Judicial Branch</p>
<p><b>GC.27</b> Explain the processes of selection and confirmation of Supreme Court justices.</p>		X	<p><b>Classroom Activity - Slideshow</b> Courts, Judges, and the Law <b>Student Text - Section 4 - The Supreme Court</b> Courts, Judges, and the Law</p>
<p><b>GC.28</b> Explain the principle of judicial review established by <i>Marbury v. Madison</i>, and how it is used as a check on other branches of federal and state governments.</p>		X	<p><b>Marbury v. Madison (1803)</b> Supreme Court Cases <b>Student Text - Section 1 - Defining and Protecting Your Rights and Liberties</b> The Bill of Rights and Civil Liberties <b>Student Text - Section 3 - The Federal Judiciary</b> Courts, Judges, and the Law <b>Student Text - Section 4 - Interpreting the Constitution</b> The United States Constitution <b>Student Text - U.S. Supreme Court Cases: Case 6: City of Boerne v. Flores, 1997 - The Decision of the Court</b> Lawmakers and Legislatures <b>Student Text - U.S. Supreme Court Cases: Case 6: City of Boerne v. Flores, 1997 - You Make the Call</b> Lawmakers and Legislatures</p>

			<p><b>Unit Project – Unit Introduction</b> Foundations of American Government</p>
<p><b>GC.29</b> Analyze how the Bill of Rights limits the powers of the government and ensures individual rights. (T.C.A. § 49-6-1028)</p>		<p>X</p>	<p><b>Teacher Subscription: Presentation – Activity</b> The Bill of Rights and Civil Liberties <b>Student Text – Amendments to the Constitution of the United States</b> Civic Resources <b>Student Text – Section 1 – Defining and Protecting Your Rights and Liberties</b> The Bill of Rights and Civil Liberties <b>Student Text – Section 2 – Amending the Constitution</b> The United States Constitution <b>Student Text – Section 2 – Your First Amendment Rights</b> The Bill of Rights and Civil Liberties <b>Student Text – Section 3 – Guiding Principles of the Constitution</b> The United States Constitution <b>Student Text – Section 3 – Protections Against Abuses of Government Power</b> The Bill of Rights and Civil Liberties <b>Student Text – Section 4 – Your Rights in the Legal System</b> The Bill of Rights and Civil Liberties <b>Student Text – Section 5 – Adding the Bill of Rights</b> The Roots of American Democracy <b>Student Text – Section 5 – Rights and Powers of the States and the People</b> The Bill of Rights and Civil Liberties</p>
<p><b>GC.30</b> Analyze the First Amendment and its application to freedom of speech in historical and contemporary Supreme Court cases, including <i>Schenck v. United States</i> and <i>Tinker v. Des Moines</i>.</p>		<p>X</p>	<p><b>Teacher Subscription: Presentation – Activity</b> The Bill of Rights and Civil Liberties <b>Hazelwood School District v. Kuhlmeier (1988)</b> Supreme Court Cases <b>New York Times v. Sullivan (1964)</b> Supreme Court Cases <b>Reading – Explore – Government Restrictions on Your Rights</b> The Bill of Rights and Civil Liberties <b>Student Text – Amendments to the Constitution of the United States</b></p>

			<p>Civic Resources  <b>Student Text – Section 1 – Defining and Protecting Your Rights and Liberties</b>  The Bill of Rights and Civil Liberties  <b>Student Text – Section 2 – Amending the Constitution</b>  The United States Constitution  <b>Student Text – Section 2 – Your First Amendment Rights</b>  The Bill of Rights and Civil Liberties  <b>Student Text – U.S. Supreme Court Cases: Case 2: United States v. O’Brien, 1968 – The Decision of the Court</b>  The Bill of Rights and Civil Liberties  <b>Unit Project – Political Inquiry</b>  Foundations of American Government</p>
<p><b>GC.31</b> Analyze the First Amendment and its application to freedom of religion in historical and contemporary Supreme Court cases, including <i>Engel v. Vitale</i> and <i>Wisconsin v. Yoder</i>.</p>		<p>X</p>	<p><b>Reading – Explore – Activism and Restraint by the Courts</b>  Courts, Judges, and the Law  <b>Student Text – Amendments to the Constitution of the United States</b>  Civic Resources  <b>Student Text – Section 2 – Amending the Constitution</b>  The United States Constitution  <b>Student Text – Section 2 – Your First Amendment Rights</b>  The Bill of Rights and Civil Liberties  <b>Student Text – Section 3 – Guiding Principles of the Constitution</b>  The United States Constitution  <b>Student Text – U.S. Supreme Court Cases: Case 6: City of Boerne v. Flores, 1997 – The Decision of the Court</b>  Lawmakers and Legislatures  <b>Wisconsin v. Yoder (1972)</b>  Supreme Court Case Library</p>
<p><b>GC.32</b> Analyze the First Amendment and its application to freedom of press in historical and contemporary Supreme Court cases, including <i>New York Times Co. v. United States</i> and <i>Hazelwood School District v. Kuhlmeier</i>.</p>		<p>X</p>	<p><b>Hazelwood School District v. Kuhlmeier (1988)</b>  Supreme Court Cases  <b>Reading – Explore – Government Restrictions on Your Rights</b>  The Bill of Rights and Civil Liberties  <b>Student Text – Section 2 – Your First Amendment Rights</b>  The Bill of Rights and Civil Liberties  <b>New York Times v. United States (1971)</b></p>

			Supreme Court Cases
<p><b>GC.33</b> Describe the Supreme Court's interpretations of the Second Amendment, including:</p> <ul style="list-style-type: none"> <li>• <i>District of Columbia vs. Heller</i> • <i>McDonald vs. Chicago</i></li> <li>• <i>The New York State Rifle and Pistol Association, Inc. vs. Bruen</i></li> </ul>		X	<p><b>District of Columbia v. Heller (2008)</b> Supreme Court Cases</p> <p><b>McDonald v. City of Chicago (2010)</b> Supreme Court Cases</p> <p><b>Student Text – Amendments to the Constitution of the United States</b> Civic Resources</p> <p><b>Student Text – Section 2 – Amending the Constitution</b> The United States Constitution</p> <p><b>Student Text – Section 3 – Protections Against Abuses of Government Power</b> The Bill of Rights and Civil Liberties</p> <p><b>Student Text – Section 5 – Rights and Powers of the States and the People</b> The Bill of Rights and Civil Liberties</p> <p><b>Student Text – U.S. Supreme Court Cases: Case 3: United States v. Miller, 1939 – You Make the Call</b> The Bill of Rights and Civil Liberties</p> <p><b>Student Text – U.S. Supreme Court Cases: Case 3: United States v. Miller, 1939 – The Decision of the Court</b> The Bill of Rights and Civil Liberties</p>

<p><b>GC.34</b> Describe the Supreme Court's interpretations of freedoms in the Fourth through Eighth Amendments, including:</p> <ul style="list-style-type: none"> <li>• <i>Mapp vs. Ohio</i> • <i>Gideon vs. Wainwright</i> • <i>Miranda vs. Arizona</i></li> </ul>		X	<p><b>Gideon v. Wainwright (1963)</b> Supreme Court Cases</p> <p><b>Mapp v. Ohio (1961)</b> Supreme Court Cases</p> <p><b>Miranda v. Arizona (1966)</b> Supreme Court Cases</p> <p><b>Reading – Explore – Activism and Restraint by the Courts</b> Courts, Judges, and the Law</p> <p><b>Student Text – Primary Source – Criminal Rights Cases</b> The Criminal Justice System</p> <p><b>Student Text – Section 2 – The Investigation</b> The Criminal Justice System</p> <p><b>Student Text – Section 3 – The Arrest</b> The Criminal Justice System</p>
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			<p><b>Student Text – Section 4 – Your Rights in the Legal System</b> The Bill of Rights and Civil Liberties</p> <p><b>Student Text – Section 5 – The Trial</b> The Criminal Justice System</p> <p><b>Unit Project – Unit Introduction</b> The Judicial Branch</p>
<p><b>GC.35</b> Describe the Supreme Court’s interpretations of the freedoms in the 14th Amendment, equal protection, and due process clauses, including:</p> <ul style="list-style-type: none"> <li>• <i>Plessy vs. Ferguson and Brown vs. Board of Education</i></li> <li>• <i>Roe vs. Wade and Dobbs vs. Jackson’s Women’s Health Organization</i></li> <li>• <i>Loving vs. Virginia and Obergefell vs. Hodges</i></li> </ul>		X	<p><b>Brown v. Board of Education of Topeka (1954)</b> Supreme Court Cases</p> <p><b>Brown v. Board of Education of Topeka (1955) (Brown II)</b> Supreme Court Cases</p> <p><b>Dobbs v. Jackson Women’s Health Organization (2022)</b> Supreme Court Cases</p> <p><b>Du Bois, W. E. B. (1868–1963)</b> Biographies</p> <p><b>Gideon v. Wainwright (1963)</b> Supreme Court Cases</p> <p><b>Loving v. Virginia (1967)</b> Supreme Court Cases</p> <p><b>New York Times v. Sullivan (1964)</b> Supreme Court Cases</p> <p><b>Obergefell v. Hodges (2015)</b> Supreme Court Cases</p> <p><b>Plessy v. Ferguson (1896)</b> Supreme Court Cases</p> <p><b>Roe v. Wade (1973)</b> Supreme Court Cases</p>
<p><b>GC.36</b> Explain how constitutional provisions have supported and motivated social movements to expand the rights for under represented groups.</p>		X	<p><b>Du Bois, W. E. B. (1868–1963)</b> Biographies</p> <p><b>Passing the Nineteenth Amendment</b> Civics Library</p> <p><b>Reading – Explore – Amendments that Affected Congress</b> Lawmakers and Legislatures</p> <p><b>Reading – Explore – Extending Citizenship and Voting Rights</b> Citizen Participation in a Democracy</p> <p><b>Roe v. Wade (1973)</b> Supreme Court Cases</p> <p><b>Student Text – Explore – Economic Rights</b></p>

				<p>The United States Constitution</p> <p><b>Student Text – Section 1 – Citizenship, Civic Rights, Civic Responsibilities</b></p> <p>Citizen Participation in a Democracy</p> <p><b>Student Text – Section 1 – Defining and Protecting Your Rights and Liberties</b></p> <p>The Bill of Rights and Civil Liberties</p> <p><b>Student Text – Section 1 – The Right To Vote</b></p> <p>Political Campaigns and Elections</p> <p><b>Student Text – Section 2 – Amending the Constitution</b></p> <p>The United States Constitution</p>
<b>GC.37</b> Explain how the government has responded to social movements (e.g., Civil Rights Act of 1964, Title IX, Americans with Disabilities Act).			X	<p><b>Heumann, Judy (1947–2023)</b></p> <p>Biographies</p> <p><b>Reading – Explore – Extending Citizenship and Voting Rights</b></p> <p>Citizen Participation in a Democracy</p> <p><b>Student Text – Section 1 – Citizenship, Civic Rights, Civic Responsibilities</b></p> <p>Citizen Participation in a Democracy</p>
<b>GC.38</b> Explain developments in voting rights over time (e.g., 15th amendment, 19th amendment, Citizenship Act of 1924, Voting Rights Act of 1965, 24th Amendment, 26th Amendment, <i>Shelby County v. Holder</i> ).			X	<p><b>Reading – Explore – Extending Citizenship and Voting Rights</b></p> <p>Citizen Participation in a Democracy</p> <p><b>Student Text – Section 1 – The Right To Vote</b></p> <p>Political Campaigns and Elections</p> <p><b>Student Text – The Constitution of the United States</b></p> <p>Civic Resources</p>
<b>GC.39</b> Identify the structures and functions of the executive, legislative, and judicial departments in the state of Tennessee.			X	<p><b>Explore – Tennessee State and Local Government</b></p> <p>Federalism: National, State, and Local Powers</p>
<b>GC.40</b> Explain the differences among the types of local governments in Tennessee, including county, city, and metro governments, as well as the legal, fiscal, and operational relationships between them and the state government.			X	<p><b>Student Text – Section 4 – Local Governments</b></p> <p>Federalism: National, State, and Local Powers</p> <p><b>Student Text – Section 5 – Local, State, and Federal Bureaucracies</b></p> <p>Chief Executives and Bureaucracies</p> <p><b>Explore – Tennessee State and Local Government</b></p> <p>Federalism: National, State, and Local Powers</p>

<p><b>GC.41</b> Identify current government officials at the state and local level.</p>			<p>X</p>	<p><b>Explore – Tennessee State and Local Government</b> Federalism: National, State, and Local Powers</p>
<p><b>GC.42</b> Describe what should be reasonably expected from any citizen or resident of the United States, and explain why it is important for the well-being of the nation, including:</p> <ul style="list-style-type: none"> <li>• Being informed on civic issues</li> <li>• Serving in the military or alternative service</li> <li>• Obeying the law</li> <li>• Paying taxes</li> <li>• Volunteering and performing public service</li> <li>• Respecting the rights of others</li> <li>• Serving as a juror</li> <li>• Engaging in the voting process</li> <li>• Understanding unalienable rights</li> </ul>			<p>X</p>	<p><b>Teacher Subscription: Presentation – Activity</b> Political Campaigns and Elections</p> <p><b>Teacher Subscription: Presentation – Activity</b> Citizen Participation in a Democracy</p> <p><b>Teacher Subscription: Presentation – Activity</b> Civic Resources</p> <p><b>Teacher Subscription: Presentation – Activity</b> Parties, Interest Groups, and Public Policy</p> <p><b>Student Text – Section 1 – Citizenship, Civic Rights, Civic Responsibilities</b> Citizen Participation in a Democracy</p> <p><b>Student Text – Section 3 – Politics and Political Activity</b> The Nature of Power, Politics, and Government</p> <p><b>Student Text – Section 4 – How Americans Engage in Civic Life</b> Citizen Participation in a Democracy</p> <p><b>Student Text – Section 5 – Voter Behavior</b> Political Campaigns and Elections</p> <p><b>Student Text – Unit 3 – Political Participation and Behavior</b> Unit 3 Introduction</p> <p><b>Unit Project – Political Inquiry</b> Political Participation and Behavior</p>

<p><b>GC.43</b> Explain why civic engagement is important for the well-being of the nation and local communities.</p>			<p>X</p>	<p><b>Teacher Subscription: Presentation – Activity</b> Political Campaigns and Elections</p> <p><b>Teacher Subscription: Presentation – Activity</b> Citizen Participation in a Democracy</p> <p><b>Teacher Subscription: Presentation – Activity</b> Civic Resources</p> <p><b>Teacher Subscription: Presentation – Activity</b> Parties, Interest Groups, and Public Policy</p> <p><b>Reading – Explore – Historical Examples of Civic Engagement</b> Parties, Interest Groups, and Public Policy</p> <p><b>Student Text – Section 1 – Citizenship, Civic Rights, Civic</b></p>

			<p><b>Responsibilities</b>  Citizen Participation in a Democracy  <b>Student Text – Section 3 – Politics and Political Activity</b>  The Nature of Power, Politics, and Government  <b>Student Text – Section 4 – How Americans Engage in Civic Life</b>  Citizen Participation in a Democracy  <b>Student Text – Unit 3 – Political Participation and Behavior</b>  Unit 3 Introduction  <b>Unit Project – Political Inquiry</b>  Political Participation and Behavior</p>
<p><b>GC.44</b> Evaluate the benefits and challenges of digital news and social media to a democratic society.</p>		X	<p><b>Teacher Subscription: Presentation – Activity</b>  Public Opinion and the Media  <b>Citizenship Toolkit: Analyzing News Media</b>  Civics Library  <b>Citizenship Toolkit: Posting Opinions on the Internet</b>  Civics Library  <b>Student Text – Section 3 – The Impact of the Mass Media on Public Opinion</b>  Public Opinion and the Media  <b>Student Text – Section 4 – The Influence of the Media in Political Campaigns</b>  Public Opinion and the Media</p>
<p><b>GC.45</b> Explain methods for evaluating information and opinion in print and online media (e.g., identifying author's purpose, determining the credibility of news articles, analyzing the messages of editorials and op-ed commentaries, assessing the validity of claims and sufficiency of evidence).</p>		X	<p><b>Citizenship Toolkit: Analyzing News Media</b>  Civics Library  <b>Current Events Toolkit: Analyzing Current Events</b>  Civics Library  <b>Current Events Toolkit: Identifying Perspectives</b>  Civics Library  <b>Current Events Toolkit: Identifying Point of View</b>  Civics Library  <b>Student Text – Section 2 – Measuring Public Opinion</b>  Public Opinion and the Media</p>
<p><b>GC.46</b> Describe opportunities for citizens to participate in the political process and to monitor and influence government, including:  • Campaigning • Petitioning • Demonstrating • Running for</p>		X	<p><b>Teacher Subscription: Presentation – Activity</b>  Civic Resources  <b>Teacher Subscription: Presentation – Activity</b>  Parties, Interest Groups, and Public Policy</p>

office • Lobbying • Voting			<p><b>Teacher Subscription: Presentation – Activity</b> Citizen Participation in a Democracy</p> <p><b>Teacher Subscription: Presentation – Activity</b> Political Campaigns and Elections</p> <p><b>Reading – Explore – Historical Examples of Civic Engagement</b> Parties, Interest Groups, and Public Policy</p> <p><b>Student Text – Section 1 – The Right To Vote</b> Political Campaigns and Elections</p> <p><b>Student Text – Section 2 – Interest Groups in America</b> Parties, Interest Groups, and Public Policy</p> <p><b>Student Text – Section 3 – Political Culture in the United States</b> Citizen Participation in a Democracy</p> <p><b>Student Text – Section 3 – Politics and Political Activity</b> The Nature of Power, Politics, and Government</p> <p><b>Student Text – Unit 3 – Political Participation and Behavior</b> Unit 3 Introduction</p>
<p><b>GC.47</b> Explain the requirements to be considered a U.S. citizen, and describe the process of naturalization, including the knowledge required by the Naturalization Test.</p>		X	<p><b>Being a Good Citizen</b> Civics Library</p> <p><b>Student Text – Section 1 – Citizenship, Civic Rights, Civic Responsibilities</b> Citizen Participation in a Democracy</p> <p><b>Student Text – Section 2 – Becoming an American Citizen</b> Citizen Participation in a Democracy</p>
<b>Total 94</b>			

**Table 2: Instructional Focus**

**Directions:**  
Adhere to the provided rubric states for scoring.

Indicator	0	1	2	Score	Evidence
Essential Questions	Lacks essential questions present, or questions are fact-based and closed-ended.	Essential questions are present but lack depth, relevance, or alignment to standards.	Text includes open-ended, thought provoking questions that encourage inquiry and align with the big ideas.	2	<p>Unit Inquiry Projects begin with a Compelling Question that anchors instruction around big ideas rather than recall. Each TCI lesson centers on an open-ended Essential Question aligned with unit goals, prompting students to analyze information, evaluate perspectives, and construct explanations.</p> <p><b>Student Text - Introduction</b> The Nature of Power, Politics, and Government</p> <p><b>Unit Project - Political Inquiry</b> Power, Authority, and Government</p>
Supporting Questions	Lacks supporting questions or those included are unrelated to compelling questions.	Supporting questions are present but only partially develop key concepts or inquiry.	Clear, scaffolded supporting questions build toward answering the compelling question.	2	<p>Unit Inquiry Projects include (or guide students to generate) scaffolded Supporting Questions that build concept by concept toward answering the Compelling Question. These questions organize lessons and sources so students can investigate, revise their thinking, and synthesize learning into an evidence-based response.</p> <p><b>Unit Project - Political Inquiry</b> Foundations of American Government</p> <p><b>Unit Project - Political Inquiry</b> Political Participation and Behavior</p>

Student Centered Learning	Materials are teacher-directed with no student autonomy or exploration.	Materials include occasional student centered activities.	Materials promote a student centered approach that promotes inquiry, choice, and collaboration, with materials designed to support exploration, critical thinking, and real-world problem-solving.	2	<p>TCI's programs follow <a href="#">The TCI Approach</a>, prioritizing active learning through structured collaboration, simulations, and inquiry routines that require students to do the intellectual work. Classroom Activities and Inquiry Projects provide meaningful choice in how students discuss, write, and demonstrate understanding. Video Activities add flexibility, allowing students to control the pace of their learning with sequenced short videos, interactive tasks, and built-in assessments.</p> <p><b>Classroom Activity Slideshow</b> Comparing Forms of Government</p> <p><b>Classroom Activity Slideshow</b> The Bill of Rights and Civil Liberties</p> <p><b>Video Activity</b> Federalism: National, State, and Local Powers</p>
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Disciplinary Literacy	Lacks meaningful engagement with disciplinary literacy; focus is on rote memorization.	Few opportunities for disciplinary thinking; tasks are often recall based or procedural.	Students consistently engage in authentic disciplinary practices through inquiry, primary source analysis, and evidence-based writing.	2	<p>Students regularly read, write, speak, and reason like social scientists by analyzing maps, images, and primary and secondary sources and using evidence in discussion and writing. TCI lessons include source-based prompts and writing tasks (e.g., Processing and Writing for Understanding) that require claims supported by textual and visual evidence. Students analyze and compare artifacts, documents, and data through Supreme Court Cases - You Make the Call activities and the Unit Inquiry Project to answer investigative questions.</p> <p><b>Unit Project - Political Inquiry</b> The Legislative Branch</p> <p><b>Primary Source - Criminal Rights Cases</b> The Criminal Justice System</p> <p><b>U.S. Supreme Court Cases: Case 4: United States v. Virginia (1996) - You Make the Call</b> Citizen Participation in a Democracy</p>
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Multiple Perspectives and Narratives	Materials lack diverse perspectives and experiences.	Attempts to include diverse voices, but representation is limited.	Meaningful inclusion of multiple perspectives is integrated into narratives	2	<p>TCI integrates multiple perspectives through diverse sources and narratives (e.g., biographies, literature, primary sources) and asks students to compare viewpoints and consider context. Teacher guidance supports facilitating discussion of complex topics in respectful, evidence-based ways.</p> <p><b>Classroom Activity Slideshow</b> Confronting Global Issues</p> <p><b>Student Text – Section 1 – Ideas That Shaped Colonial Views on Government</b></p> <p>The Roots of American Democracy</p> <p><b>Classroom Activity Slideshow</b> Citizen Participation in a Democracy</p>
Concepts before Vocabulary	Emphasis on vocabulary memorization over conceptual understanding.	In some instances, materials develop conceptual meaning first.	In all instances, conceptual understanding is prioritized; vocabulary is introduced after students explore ideas.	2	<p>Each lesson begins with a Preview that builds background knowledge and conceptual understanding before formally introducing key terms. Vocabulary is then reinforced through purposeful practice (e.g., Vocabulary Activities and application during Reading and Processing) so students use terms in context. During Classroom Activities like Visual Discovery and Response Groups, students analyze images and sources and discuss concepts before learning related vocabulary.</p> <p><b>Student Text – Introduction</b> Parties, Interest Groups, and Public Policy</p> <p><b>Classroom Activity Slideshow</b> Citizen Participation in a Democracy</p> <p><b>Classroom Activity Slideshow</b> Courts, Judges, and the Law</p>
Connections across content ideas	Content is presented in isolated segments and lacks connections across time, themes, or disciplines.	Students are occasionally prompted to relate new content to prior knowledge or other disciplines, but support	The material consistently and intentionally connects key concepts across time periods, geographic regions, and	2	<p>TCI’s programs use a coherent spiral design that intentionally revisits and deepens key concepts across units, so students make connections across time periods and geographic regions. Units intentionally foreground geography and spatial thinking so students can analyze how location, resources, and environment shape societies and historical developments, then apply those ideas when studying new regions and eras. Recurring routines—such as inquiry projects and end-of-lesson Processing—ask students to compare patterns, trace continuity</p>

		for making these connections is limited.	building on prior knowledge allowing students to deepen their understanding.		and change, and apply previously learned concepts (e.g., cause and effect, civics concepts, cultural diffusion) to new contexts, supporting deeper understanding over time.  <b>Unit Project – Political Inquiry</b> The Executive Branch <b>Classroom Activity Slideshow</b> The Federal Budget
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Connects across disciplines	Lacks connections with other subject areas.	Basic or infrequent interdisciplinary connections.	Strong, intentional connections to ELA, math, science, arts, etc., enhancing understanding.	<b>2</b>	TCI lessons intentionally connect social studies to ELA through frequent reading, evidence-based writing, and structured speaking/listening routines. Connections to math are built through analysis of charts, graphs, and timelines, while connections to the arts are developed by using art and architecture as historical evidence of cultural values and change over time. TCI also integrates science concepts by exploring how technology, natural resources, and human-environment interactions have shaped societies.  <b>Classroom Activity Slideshow</b> Chief Executives and Bureaucracies <b>Student Text – Section 5 – Tackling Environmental Issues: A Focus on Climate Change</b> Confronting Global Issues
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Review Opportunities	Lacks built-in opportunities to review or reinforce concepts.	Some reviews included but lacks variety or alignment with learning goals.	Frequent and varied opportunities to review and reinforce key ideas and skills.	<b>2</b>	TCI’s programs build frequent, standards-aligned review into lessons and units through Reading Checks, lesson games, and Processing tasks that require students to retrieve and apply learning (not just reread). Video Activities also reinforce key ideas through guided viewing with embedded questions. Units also include summative opportunities—such as the Unit Inquiry Project and unit assessments—that ask students to synthesize learning and demonstrate mastery using evidence.  <b>Lesson Review Game – Matrix of Knowledge</b> Citizen Participation in a Democracy <b>Processing Activity</b> Citizen Participation in a Democracy
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					<b>Video Activity</b> Citizen Participation in a Democracy
<b>Total: 18</b>					

**Table 3: Attending to the Social Studies Practices (SSPs)**

**Directions:**  
Adhere to the provided rubric states for scoring.

Indicator	0	1	2	Score	Evidence
Collect information from various primary and secondary sources	Relies of a single source or lacks source integration.	Uses multiple sources inconsistently or with limited relevance.	Effectively integrates a diverse range of relevant sources (e.g., texts, media, data, artifacts).	2	<p>Lessons routinely incorporate multiple source types (e.g., primary sources, maps, images, secondary readings, and multimedia) so students gather information from more than one perspective. Digital Reading supports make these sources accessible while keeping students anchored in grade-level content.</p> <p><b>Classroom Activity Slideshow</b> The United States Constitution</p> <p><b>Classroom Activity Slideshow</b> Federalism: National, State, and Local Powers</p>
Critically examine primary & secondary sources	No examination or reference to source types.	Some attempt to differentiate or analyze sources but lacks depth or clarity.	Provides clear opportunities to analyze, compare, and evaluate both primary and secondary sources.	2	<p>Students analyze source content and reliability through recurring routines (e.g., Investigating Primary Sources) and close-reading prompts that address both primary and secondary sources. Tasks require students to compare accounts, evaluate the author's perspective or bias, and use evidence from multiple sources to justify conclusions and support claims.</p> <p><b>Student Text - Primary Source - The Federalist Papers</b> The Roots of American Democracy</p> <p><b>Unit Project - Political Inquiry</b> The Legislative Branch</p>

Synthesize data from multiple sources	Materials do not include opportunities for synthesis, comparison, or integration of ideas.	The materials provide data or information from multiple sources, but students are only asked to observe or reference it without meaningful analysis or synthesis.	Students are actively engaged in tasks that require students to integrate information meaningfully and evaluate relationships across sources.	2	<p>TCI's inquiry structure requires students to integrate information across texts, visuals, and activities to answer Essential Questions and unit Compelling Questions. Processing tasks and Inquiry Projects explicitly prompt students to connect evidence across sources and explain relationships (e.g., cause/effect, comparison, change over time).</p> <p><b>Unit Project – Political Inquiry</b>  The United States and the World  <b>Classroom Activity Slideshow</b>  The Criminal Justice System</p>
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Construct and communicate ideas supported by evidence	Students are not expected to justify their ideas with evidence or claims.	Students are occasionally asked to use evidence to support their ideas, but tasks may be formulaic, limited in rigor, or lacking in source diversity.	The material consistently engages students in developing claims, arguments, or interpretations using relevant and credible evidence from primary and secondary sources.	2	<p>Students regularly develop claims in discussions and in written responses using evidence from readings, including primary and secondary sources. Unit Inquiry Projects require students to communicate conclusions through a product or presentation grounded in evidence derived from the unit lessons.</p> <p><b>Classroom Activity Slideshow</b>  Comparing Forms of Government  <b>Classroom Activity Slideshow</b>  The Federal Budget</p>
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Develop historical awareness	Lacks connection to historical context, change, or continuity.	The material includes some elements of historical thinking (e.g., timelines, multiple accounts), but these are inconsistently used or shallowly explored.	Students consistently engage with historical content in ways that develop deep historical awareness.	2	<p>TCI strengthens historical thinking through timelines, sequencing, and analysis of change and continuity across eras. Historical thinking is embedded throughout lesson activities and readings as students place events in context and explain causes and consequences using evidence from multiple sources.</p> <p><b>Classroom Activity Slideshow</b> The Roots of American Democracy <b>Classroom Activity Slideshow</b> Public Opinion and the Media</p>
Develop geographic awareness	Materials lack geographic thinking or map based analysis.	Students occasionally engage in geographic analysis, such as reading maps or discussing location, but activities are limited in scope or depth	Students consistently use geographic tools and perspectives to investigate spatial patterns, relationships, and processes across different scales.	2	<p><i>Government Alive!</i> incorporates maps, case studies, and region-specific examples to help students understand how geography influences political systems and government functions. Through interactive activities and critical thinking prompts, students are guided to connect geography with political and civic concepts.</p> <p><b>Classroom Activity Slideshow</b> Comparing Forms of Government <b>Reading - Section 1</b> Legislators and Their Constituents</p>
Support for a focus SSP	Lacks clear focus on any SSP	Mentions or touches on an SSP but lacks consistent support.	Clearly identifies and consistently supports a central SSP throughout the lesson or materials.	2	<p>Each lesson's Essential Question and core tasks concentrate student work around one or more targeted practices (e.g., source analysis, argumentation, or synthesis), rather than isolated skill drills. Unit Inquiry Projects sustain this focus over multiple lessons by repeatedly returning to supporting questions and evidence-building. Our <b>Critical Thinking Skills Toolkit</b> and <b>TCI Vertical Skills Framework</b> provide teachers with planning and SSP implementation support throughout all our programs.</p> <p><b>Unit Project - Political Inquiry</b> The Judicial Branch <b>Classroom Activity Slideshow</b></p>

					Creating American Foreign Policy
<b>Total: 14</b>					

**Table 4: Accessibility Features**

**Directions:**

- **0: The standard is not present within the material**
- **1: The standard is present within the material. The intent and/or frequency component of the standard is not fully met.**
- **2: A rating of a 2 indicates the standard is present and all aspects of the standard are fully met.**

Digital Materials	0	1	2	Evidence
<p>All lessons within the materials are available in digital form and include a printable option.</p>			2	<p>TCI’s programs provide all lesson components digitally (readings, slideshows, activities, and assessments) and include print options for offline use. Teachers can print lesson materials and student resources to support a variety of classroom settings.</p> <p><b>Classroom Activity Slideshow</b> Public Opinion and the Media <b>Student Text - Introduction</b> Public Opinion and the Media <b>Interactive Student Notebook</b> Public Opinion and the Media</p>
<p>In every lesson, materials include recommended supports, accommodations, and modifications for Students with Disabilities and English language learners that will support their regular and active participation on grade level material (e.g., modifying vocabulary words within word problems, sentence starters, etc.).</p>			2	<p>Every lesson includes lesson-specific differentiated Instruction strategies for multilingual learners, students reading below grade level, students with special learning needs, and advanced learners. Digital supports (e.g., text-to-speech and reading/annotation supports where available) and flexible activity formats help ensure students can participate in grade-level inquiry and tasks.</p> <p><b>Student Text - Introduction</b> Political Campaigns and Elections <b>Teacher’s Guide</b> Political Campaigns and Elections <b>Access Points for Differentiation</b> Political Campaigns and Elections</p>

Total: 4	
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