

Social Studies Instructional Materials Checklist

Please complete this checklist in its entirety for each instructional material submitted. Please provide a detailed response in the reasoning column and provide clear evidence and location of how the material is meeting each criterion point for each strand within the NVACs for Social Studies. **Materials must include evidence of all six strands and disciplinary skills.**

Category 1 Criteria	Evidence (reference the location in materials)	Reasoning
<p>1. Material supports all students in building understanding of AND using grade-level Disciplinary Skills of the NVACS for Social Studies that aid student sense-making, student questions, and/or inquiry design.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students engage in constructing and answering compelling questions. <input type="checkbox"/> Students engage in constructing and answering supporting questions. <input type="checkbox"/> Students engage in gathering and evaluating sources. <input type="checkbox"/> Students engage in developing claims and using evidence. <input type="checkbox"/> Students engage in communicating and critiquing conclusions. <input type="checkbox"/> Students engage in opportunities to take informed action. 		
<p>2. Material supports all students in building understanding AND connections using grade-level Historical Concepts of the NVACS for Social Studies.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social studies content, whether in print or digital, is accurate and current. <input type="checkbox"/> Majority of material is focused on supporting students in using grade-level concepts: power and politics, identity, people and ideas, Nevada History, and international relations. <input type="checkbox"/> Students engage in the material as a lens or language framework to explain and communicate their thinking and understanding. <input type="checkbox"/> Students engage in exploring and evaluating primary and secondary sources to understand historical concepts. 		
<p>3. Material supports all students in building understanding AND connections using grade-level Geographical Concepts of the NVACS for Social Studies.</p>		

Category 1 Criteria	Evidence (reference the location in materials)	Reasoning
<ul style="list-style-type: none"> <input type="checkbox"/> Social studies content, whether in print or digital, is accurate and current. <input type="checkbox"/> Majority of material is focused on supporting students in using grade-level concepts: geographic representations, human environment interaction, human population, movement, patterns, and global interconnection. <input type="checkbox"/> Students engage in the material as a lens or language framework to explain and communicate their thinking and understanding. <input type="checkbox"/> Students engage in exploring and evaluating primary and secondary sources to understand geographical concepts. 		
<p>4. Material supports all students in building understanding AND connections using grade-level Civic Concepts of the NVACS for Social Studies.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social studies content, whether in print or digital, is accurate and current. <input type="checkbox"/> Majority of material is focused on supporting students in using grade-level concepts: civic institutions, political institutions, civic dispositions, democratic principles, civic processes, rules, and laws. <input type="checkbox"/> Students engage in the material as a lens or language framework to explain and communicate their thinking and understanding. <input type="checkbox"/> Students engage in exploring and evaluating primary and secondary sources to understand civic concepts. 		
<p>5. Material supports all students in building understanding AND connections using grade-level Economic Concepts of the NVACS for Social Studies.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social studies content, whether in print or digital, is accurate and current. <input type="checkbox"/> Majority of material is focused on supporting students in using grade-level concepts: exchange and markets, national economy, and the global economy. <input type="checkbox"/> Students engage in the material as a lens or language framework to 		

Category 1 Criteria	Evidence (reference the location in materials)	Reasoning
<p>explain and communicate their thinking and understanding.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students engage in exploring and evaluating primary and secondary sources to understand economic concepts. 		
<p>6. Material supports all students in building understanding AND connections using grade-level Multicultural Concepts of the NVACS for Social Studies.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social studies content, whether in print or digital, is accurate and current. <input type="checkbox"/> Majority of material is focused on supporting students in using grade-level concepts: social justice, social consciousness and action, respect engagement with diverse people, and information relating to contributions and impact made by diverse men and women. <input type="checkbox"/> Students engage in the material as a lens or language framework to explain and communicate their thinking and understanding. <input type="checkbox"/> Students engage in exploring and evaluating primary and secondary sources to understand multicultural concepts. 		
<p>7. Material supports all students in building understanding AND connections using grade-level Financial Literacy Concepts of the NVACS for Social Studies.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social studies content, whether in print or digital, is accurate and current. <input type="checkbox"/> Majority of material is focused on supporting students in using grade-level concepts: financial decision making, savings and spending, credit and debit, insurance, investing, risk and college and career readiness. <input type="checkbox"/> Students engage in the material as a lens or language framework to explain and communicate their thinking and understanding. <input type="checkbox"/> Students engage in exploring and evaluating primary and secondary sources to understand financial literacy concepts. 		

Category 2 Criteria	Evidence	Reasoning
1. Grade level appropriate teacher supports are provided to guide teachers in making student learning relevant, ways for students to share their experiences, connections to previous experiences, draw and connect to language and culture, etc.		
2. Instructional materials are made accessible to all students by providing supports AND scaffolds consistently throughout (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).		
3. Provides diverse opportunities for students to represent, share, justify, and revise their thinking with equity of voice consistently throughout the material.		
4. Instructional materials provide appropriate images, text, and activities which represent the diversity of our current society in a culturally responsive manner throughout the material.		
5. Instructional materials include assurance from publishers agreeing to comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials.		

Comments: _____
