

# **School/District History-Social Science K-12 Instructional Materials Adoption Toolkit**

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K-12 Instructional Materials Adoption  
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**Table of Contents**

<b>Topic</b>	<b>Page</b>
Introduction .....	2
Considerations in Setting Up a District Instructional Materials Adoption Process .....	6
People to Include on the Instructional Materials Review Team .....	7
Steps in a District Instructional Materials Review Process .....	9
Steps in Implementing a History-Social Science Instructional Materials Needs Assessment .....	11
Sample District/School Needs and Resources Assessment Survey .....	13
Criterion 1 – Content Alignment .....	16
Criterion 2 – Program Organization.....	17
Criterion 3 - Assessment Support .....	18
Criterion 4 – Universal Access	
Support for Struggling Readers .....	19
Support for English Learners .....	20
Support for Special Education Students .....	21
Support for Gifted and Talented Students .....	22
Criterion 5 – Instructional Planning and Support Components .....	23
State Adopted Materials 2005.....	25
Web Resources to Guide the Textbook Selection Process .....	26
Instructional Materials Review Form .....	28

## Introduction

Preparing the next generation of citizens is one of public education's most important roles, and it is accomplished in no small degree through a quality history-social science program in schools. The Curriculum and Instruction Committee of the California County Superintendents Educational Services Association and the California Council for the Social Studies are pledged to support schools throughout California in providing excellent history-social science instruction for all students. Since studies report that 75% to 90% of classroom instruction is organized around textbooks (Tyson & Woodward, 1989), deciding what text materials to use in the history-social science classroom is one of the most important professional decisions that educators make. The materials selected have a long-term impact on what and how students are expected to learn and on the daily instructional decisions made by teachers.

The selection of instructional materials is an important piece in the overall goal of reducing the achievement gap. This process, when done thoughtfully, will provide students and teachers with an opportunity to select the most appropriate instructional materials. Since all students must become proficient in the content, the issue of universal access has become extremely important. A well-designed text may accommodate learners on both ends of the spectrum by identifying the most important basic principles or big ideas, identifying examples of where these big ideas occur throughout history, and structuring them for student review and application. Using the **School/District History-Social Science K-12 Instructional Materials Adoption Toolkit** will prepare and assist your adoption team in this important task.

Five general criteria were used in the selection of K-8 history-social science instructional materials for the state approved list. These criteria are also recommended for local 9-12 adoptions.

<p><b>Criterion 1: Content/Alignment with Curriculum</b> <b>Criterion 2: Program Organization</b> <b>Criterion 3: Assessment</b> <b>Criterion 4: Universal Access</b> <b>Criterion 5: Instructional Planning and Support</b></p>
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The criteria are explained in the California Department of **Education Evaluation Criteria for 2005 Adoption of Instructional Materials** available at <http://www.cde.ca.gov/ci/hs/im/>. This Toolkit is designed to provide additional support for districts and instructional materials reviewers.

## Education Code

Educational Code 60422 [a] requires students to be provided with standards-aligned textbooks or basic instructional materials by the beginning of the first school term that commences no later than 24 months after those materials were adopted by the State Board of Education." (AB 1781). The new K-8 history-social science materials were adopted on November 9, 2005; districts are required to provide each K-8 pupil with materials from this adoption by the start of the 2007 school term. Failure to comply with this statute, or a decision by a school to "opt out" of textbook adoption and purchase, will mean that a school will not be eligible for Instructional Materials Funding Realignment Program (IMRF) money for the multi-year cycle of all content area adoptions.

Education Code Section 60119(c) states that sufficient textbooks or instructional materials for "each pupil, including English Learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments." This does not mean that a school is required to purchase two sets of textbooks or instructional materials for each pupil; however a classroom set of books is not necessarily sufficient.

Instructional materials created for other subject areas, such as language arts or English language development, even if they have supplemental history-social science resources, do not fulfill the requirement for each student to have a history-social science textbook. K-8 schools using these types of programs must purchase history-social science instructional materials from the current state approved list K-8 list. Since there is no state adopted textbook list for 9-12 schools, these schools must have their local school boards approve instructional materials that are standards aligned.

Schools that are affected by the Williams Settlement are subject to a review once a year within the first four weeks of the new school term. Part of that review includes sufficiency of textbooks. In order for a school to be sufficient in their textbooks every student in their school must have a textbook for the core academic areas: reading/language arts, science, mathematics, and history-social science.

Those texts that have been through a state adoption process (Grades K-8) were reviewed for alignment to the California history-social science content standards (Criterion 1) and adopted by the State Board. However, the coverage of specific standards will vary in level of depth and detail. It may be of value to do a second local content review with the learning challenges of your own students in mind.

This document is intended to supplement the materials provided by the California Department of Education <http://www.cde.ca.gov/ci/hs/im/> to guide districts and schools through a local review and adoption process for grades kindergarten through twelve. The steps include setting up an Instructional Materials Review Team, determining student and teacher needs, and reviewing materials in light of those needs.

## Review Teams

Since teachers must teach and students are expected to master all of the standards, it is essential that members of the local district Instructional Materials Review Team are well grounded in both the content and the thinking skills embedded in the History-Social Science Content Standards and Framework. It will be valuable to bring the team together in advance of beginning the review process to practice “unpacking” a standard. An example of this process is given below:

Content Standard:

11.10.7 - Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

Unpacked Standard:

Content = development of women’s rights (chronological study) including people who disagreed including

1. Era of Stanton and Anthony 1840s-50s (Seneca Falls)
2. Events/laws leading to 19th Amendment 1868-1920
3. Changes from the 1920s-1960s
4. Civil Rights issues related to women in 1960s such as NOW, women’s liberation, etc.

Thinking = analyze, compare and contrast perspectives

Textbooks chosen to meet this standard fully must include information about each of these sub-topics and include student activities that are at the analysis level and above. Charts to record reviewer assessment of content standards alignment are available on the California Department of Education website at **History-Social Science Standards Maps (K-8)** <http://www.cde.ca.gov/ci/hs/im/hsstanmaps.asp> and **Grades 9-12 Standards Map Templates** <http://www.cde.ca.gov/ci/cr/cf/gr912stmap.asp>.

Student and Teacher Needs

In addition to verifying standards alignment, Criteria 2-5 are also important so that selected materials match the learning needs of students and the instructional support requirements of teachers as they attempt to meet the standards. How are these student and teacher needs determined? Schools and districts should consider implementing a needs assessment to gain input about learning issues from teachers, students, and parents to determine the support features most needed in instructional materials.

In addition, an analysis of student assessment data will help identify the standards that students struggle to learn and that may require extra emphasis in instructional materials. Other district priorities might also be a factor. For example, if the district is emphasizing writing across the curriculum, it would be important to assess the text materials for the inclusion of history-social science writing activities and prompts.

The charts included in this document are designed to guide district Instructional Materials Review Teams as they evaluate and select History-Social Science Materials. **Considerations in Setting Up a District Instructional Materials Adoption Process** lists factors that should be considered in the adoption process from student needs to legal requirements. **People to Include on the Instructional Materials Review Team** provides suggestions for making the team inclusive and representative of the learning needs, the teaching experience of educators, and the content specializations required by the curriculum. **Steps in a District Instructional Materials Review Process** is a step-by-

step list of things that must be accomplished in an effective selection process. The **Sample District/School Needs and Resources Assessment** form will guide districts in doing an assessment of what issues to consider in their local adoption process.

The other pages of this document address the rest of the evaluation criteria with greatest emphasis on Universal Access. **Program Organization** provides a list of things to look for when evaluating the materials for organization and ease of use. It would be wise for reviewers to do this with the new teacher and the struggling student in mind. **Textbook Assessment Components** offers suggestions of elements that books will contain to guide and support effective monitoring of student progress toward standards. There are several charts to help districts assess the materials for Universal Access by the student subgroups in their districts. These charts include: **Struggling Readers, English Learners, Special Education, and Gifted and Talented** students. The page entitled **Instructional Planning and Support** offers suggestions of what to look for in instructional programs that support teachers, and parents. With the exception of the Universal Access sections, which are much more detailed because of the increasing emphasis on performance by specified student subgroups, the evaluation indicators have been adapted from the 2003 Criteria for Evaluating Instructional Materials in History-Social Science Kindergarten Through Grade Eight that was used as a guideline by publishers and IMAP reviewers.

The Curriculum and Instruction Committee of the California County Superintendents Educational Services Committee and the California Council for the Social Studies hope this document is of value to districts in evaluating and selecting History-Social Science instructional materials to support student success on classroom and state assessments and provide students with the knowledge, skills and dispositions to become effective citizens in a change world.

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## **Considerations in Setting Up a District Instructional**

## Materials Adoption Process

The instructional materials review process involves many precious educational dollars and influences instructional practices and student learning over many years. It is recommended that educational leaders consider the following issues when establishing their District Instructional Materials Adoption Process.

- All locally adopted instructional materials must be certified by the local district school board as standards-aligned. (K-8 materials on the state approved list have been determined to be standards-aligned. For 9-12 materials it is a local review and approval process.) Avoid reviewing or piloting K-8 materials in advance of state approval and publication of final versions, or 9-12 materials without complete standards maps.
- Reviewers must be familiar with the H-SS Content Standards and Framework for the grade level they are assigned in order to verify materials alignment.
- All teachers are responsible for delivering an equally excellent instructional program, whether they are experienced or new to the assigned course/grade level. Some will rely on the adopted materials more than others in doing so.
- Student needs vary based on age, skill, learning styles, reading ability, prior schooling and background/cultural knowledge, English language development level, interests, physical and intellectual abilities, class and poverty, etc. and the instructional materials used in a classroom need to match those needs.
- Numbers of students with different types of needs vary both within schools and across schools in a district.
- A Legal and Social Compliance review has been completed for approved instructional materials by the state for K-8 materials. Local districts must review 9-12 materials for Legal and Social Compliance.  
[http://score.rims.k12.ca.us/standards/im/hs/pdf\\_files/Soc\\_Legal\\_Comp\\_Chart.pdf](http://score.rims.k12.ca.us/standards/im/hs/pdf_files/Soc_Legal_Comp_Chart.pdf)
- Materials in the four core areas (math, English-language arts, science and history-social science) must be provided for all students before Instructional Materials Funding Realignment Program (IMFRP) funds may be used to purchase materials in other content areas.
- The state K-8 adoption process provides a selection of materials that align to standards and have been reviewed holistically for program organization, assessment, universal access, and instructional planning and support.
  - High school teams must verify publisher supplied standards maps.
  - All schools/districts need to identify and review for the criteria that are most important to their student and teacher populations

- The Instructional Materials Review Team at a district should represent the needs of the teachers, students, and communities who will be using the materials.

## **People to Include on the Instructional Materials Review Team**

Before beginning the work of the review process, select a representative team and establish ground rules for working together. It is important to record notes of the meetings and to establish a timeline. In order to hear all the voices and perspectives about student and teacher needs, consider including the following people on your district Instructional Materials Review Team:

- Teachers from each content area/grade level being adopted
- Experienced and inexperienced educators
- Educators representative of the students ethnically, culturally, linguistically, and racially
- Educators with specialized knowledge about
  - Special education student needs
  - English Learner needs
  - Special needs of culturally/ethnically diverse students
  - Special needs of students living in poverty
  - Struggling reader needs
  - Gifted and Talented student needs
  - Alternative education student needs
- Technology and library media specialists
- Administrators assigned to supervise the History-Social Science department or the grade levels adopting new materials
- Non history-social science members of interdisciplinary teams
- University scholars with content specialization not represented among staff on the district team
- Parents\* representing student sub groups
- Students\* representing the school's population, especially at middle and high school
- District curriculum and instruction administrator

- Community members\* knowledgeable about ethnic, cultural, and linguistic history-social science resources

\* It may be necessary to do pre-work and preparation with parents, students, and community members in order to ensure that they can participate as equals with educators in the process.

## Steps in a District Instructional Materials Review Process

The content and quality of History-Social Science instruction in our schools is a topic of deep concern to students, parents, community groups, and educators who are concerned about the preparation of the next generation of citizens. The instructional materials used in the classroom bear significantly on the quality of instruction. This reality, plus the cost of textbooks and the high stakes testing of student performance, means that the periodic selection of instructional material needs to be conducted in a thoughtful and public manner. The following steps were designed to aid schools and districts in designing a local instructional materials review process.

1. Establish Instructional Materials Review Committee representative of the needs of the teachers, students, and community.
2. Review the History-Social Science Content Standards and Framework as needed.
3. Establish and/or review district policies about the inappropriateness of accepting any gifts, entertainment, etc. from publishers that might influence the review process.
4. Meet with teachers, students, parents, and community members to create a needs assessment survey.
5. Conduct local needs assessment.
6. Monitor the state review process and the development of the approved instructional materials list for K-8 and begin the local adoption review process after final editions of materials are published.
7. Participate in History-Social Science Instructional Materials publisher presentations as a Review Committee.
8. Request publishers to supply sample copies of standards-aligned instructional materials for review.
9. Meet in subject specific small groups to review the standards alignment and Education Code compliance.
10. Use the needs assessment information to select most important elements of the holistic Review Criteria.
11. Determine critical standards topics using CST cluster data, benchmark tests, and/or teacher report.

12. Evaluate the standards aligned textbooks for characteristics in the holistic criteria that provide strong instructional support for critical topics/standards and identified student need in the local schools.

Optional

13. Pilot teachers use the books for the same pre-determined units of study. Teachers are advised not to pilot instructional materials unless standards maps are available.
14. Compare student benchmark assessment data at the end of the pilot period.

15. Prepare and implement a parent/community review process according to Education Code 60202 through the office of the Assistant Superintendent for Curriculum.
16. Submit the final Instructional Materials Review Committee report and recommendations to the Assistant Superintendent for Curriculum and Instruction.
17. Submit Instructional Materials Review Committee and Parent/Community recommendations to the District School Board.
18. Adopt standards-aligned history-social science instructional materials at the local level in accordance with California Education Code.
19. Order adopted instructional materials for district students.
20. Provide instructional materials to ALL students within 24 months of the State Board (K-8) or Local Board (9-12) adoption. Hold public hearing and make sufficiency report.
21. Begin implementation of new textbooks in classes.
22. Provide in-service to schools in collaboration with publishers, county offices of education and subject matter projects.
23. Meet in district grade level/content area teams to plan instruction and assessments using the new textbooks.

**Note:**

A similar review process should be used for primary language instructional materials, with the addition of educators, parents, students, community members, and scholars proficient in the target language. Special care should be taken to address issues of linguistic complexity (so that the primary language materials are not significantly less or more linguistically complex than the English language materials) and regional dialects.

## Steps in Developing and Implementing a History-Social Science Instructional Materials Needs Assessment

A needs assessment provides information about the learners and teachers in specific schools. The information acquired should relate to the type of instructional materials that are needed and the level of support required in order to provide high quality instruction using those materials. The following are suggested steps in assessing student and teacher needs:

- Using verified statistical resources, determine the key subgroups in the school and district.
- Using CST and district benchmark information for both History-Social Science and Reading-Language Arts, identify specific areas of strength key sub groups of students are demonstrating, as well as areas needing extra support.
- Establish Instructional Materials Review Committee representative of the needs of the student sub groups and teachers in the school and district and of the community.
- Meet with teachers, and representative students and parents from the sub groups to identify areas of the history-social science curriculum that are easiest to understand and those that are most challenging and why.
- Use this information to...
  - a. Identify instructional materials and practices that are working well
  - b. Identify content for in-depth review
  - c. Zero in on specific supports for learning that instructional materials need to provide
  - d. Evaluate the learning strategies included in the teacher/student materials
  - e. Evaluate teaching and re-teaching strategies included in the teacher's materials
- Evaluate teacher need for content and instructional support from the text by determining:
  - a. Teacher knowledge in the specific content at the grade level assigned
  - b. Years of experience in teaching
  - c. Range of instructional strategies used by the teacher
  - d. Skill in working with various student subgroups
- Evaluate student need for content and instructional support from the text by determining:
  - a. Student knowledge in the specific content at the grade level assigned
  - b. Years of prior schooling/cultural experience
  - c. Language strengths and needs of students
  - d. Range of learning strategies used and needed by the students

- Use the information from the two previous questions to...
  - a. Determine how much of the ancillary material to purchase.
  - b. Select what kind and how much supplementary material to purchase.
  - c. Decide the level of teacher in-service required for the adoption.
  - d. Make grade level team and class assignments.

## Sample District/School Needs and Resources Assessment Survey

This document is designed to help districts/schools determine instructional materials needs by collecting information about:

- Current History-Social Science materials available in the district.
- What student strengths and needs must be addressed by the new program

### Current History-Social Science Program

How well do current district materials meet California H-SS Content Standards?	
How well do current district materials meet California H-SS Thinking and Analysis Standards?	
What types of instructional support materials are available? (maps, primary sources, magazines/newspapers, video/DVD, technology, artifacts, primary language/SDAIE/differentiated materials etc.)	
To what extent do teachers use the current support materials?	
Is the organization clear and the instructional strategy suggestions adequate in the textbook teacher materials?	
Are text and support materials available for every student and classroom?	
Learning needs of student subgroups as determined by H-SS and E-LA assessments <ul style="list-style-type: none"> <li>• Special education</li> <li>• English learners</li> <li>• Culturally/ethnically diverse students</li> <li>• Low SES</li> <li>• Other</li> </ul>	
Content strengths and weaknesses of students determined by H-SS assessments.	
Content-related academic language strengths and weaknesses of students.	
Content-specific and content-generic student learning strategies.	

How well do current instructional materials fit together across grade levels and across programs?	
What major holes exist in student preparation for middle and high school H-SS content learning and thinking?	
What percent of teachers are new, new to grade level, teaching out-of-field or inexperienced teaching linguistically/culturally diverse students, students with special needs, and students living in poverty?	

### Student Input

What topics are most interesting in your social studies class? What instructional materials did you use?	
What helps you most to learn social studies information from the classroom instructional materials?	
What were/are the hardest topics or types of information to learn in your social studies class? Why?	
How would you rate the readability of your social studies textbook? Why?	
Describe how your teacher usually has the class work with the textbook.	
What parts of the textbook do you usually use in your class?	
What types of materials do you find especially helpful for learning besides the textbooks? Why?	

### Parent Input

Describe the type of history-social science assignments your student usually has as homework.	
Is the social studies textbook clearly written and easy-to-understand for your student?	
Is the social studies textbook content presented fairly and in adequate detail? Does it accurately and adequately represent a variety of perspectives and contributions?	
Does your student ask for help in reading or understanding assigned social studies material?	
Does your student usually receive high grades on social studies assignments and tests?	
Does your student seem to be interested in social and political issues and topics?	
What types of materials does your student find especially helpful for learning social studies besides the textbooks? Why?	
How well do the materials help you as a parent/family help your children master the academic content and language?	
How well do the materials help you connect history/social studies-related home and community resources and perspectives to those of the school?	

## Criterion 1

### Content Alignment

The most critical aspect of content alignment is the match of the instructional material to California History-Social Science Standards. Forms for each grade level with all standards listed in a grid format are available from the California Department of Education website for K-8 at **History-Social Science Standards Maps (K-8)** <http://www.cde.ca.gov/ci/hs/im/hsstanmaps.asp> and for high school at **Grades 9-12 Standards Map Templates** <http://www.cde.ca.gov/ci/cr/cf/gr912stmap.asp>. Criterion 1 also includes other content issues such as:

- Analysis skills of the pertinent grade span are included at each grade level in the student performance activities.
- The materials reflect and incorporate the content and ideas of the History-Social Science Framework.
- The content is accurate, highlights different perspectives, and stresses the importance of reasoned debate and reliable evidence.
- History is presented as a story well told with controversy and a rich variety of primary sources included throughout.
- The history is enriched with many genres of fiction and nonfiction literature by and about the period, including biographies of those listed in the standards and others.
- Treatment of religion is evenhanded, respectful, and does not involve the use of simulation or role-play of religious ceremonies.
- Contributions of entrepreneur and labor, and multiple ethnic, racial, social and gender groups are cited.
- All groups are represented in the telling of history and the material is provided in a neutral tone that does not reflect cultural, political or social biases.
- Connections are made to other content standards, and writing assignments align to expectations at that grade level of the E-LA standards.

## Criterion 2

### Program Organization

The organization of the instructional program, including both the student and teacher materials, needs to truly serve the needs of the teachers and students. New teachers need guidance in determining the essential components from the supplemental ones. Programs need to be set up so that teachers can augment them with other resources or relate the history-social science learning to other content areas. It needs to be easy to figure out which standards are being addressed and how topics relate to one another. With this in mind, the following characteristics will usually be in evidence in a well-organized program:

- The relevant standards are stated in both the teacher and student editions.
- The material is organized sequentially and logically in relationship to the standards.
- Books have tables of contents, indexes, glossaries, unit and chapter summaries and introductions, and assessment guides.
- Topical headings clearly relate to the content under them.
- Teaching strategies are easy to follow and provide multiple ideas for universal access and re-teaching.
- Academic language is stressed and presented in a manner that facilitates instruction and practice.
- The text provides an in-depth look at the people and events of the time under study.
- Major topics and “big ideas” are enriched with activities, literature selections, and primary sources, in a manner described in the California History-Social Science Framework.
- The narrative interrelates the facts, explanations, graphics, literature excerpts and other material in the text in a meaningful manner.
- Topics relate and build on one another in a manner that students can easily comprehend.
- Ideas for extending learning through research and use of library and media are provided.
- Relevance to students’ lives, interests, and needs is evident and made explicit in teacher and student materials.

## **Criterion 3**

### **Assessment Support**

Assessment of student progress in learning history-social science content, skills and thinking strategies is important for monitoring student progress and infusing re-teaching or extensions as needed. Textbooks with strong assessment support may have some of the following characteristics:

- Test development materials are provided in the teacher edition or text supplemental materials.
- Test development tools allow creation of assessments for students of varying skill levels.
- End of chapter student activities are aligned to and measure performance of History-Social Science Content Standards and Historical and Social Science Analysis Skills.
- Assessment activities are aligned to English-Language Arts and English Language Development standards in writing, listening, and speaking.
- Assessments provided are a mix of performance and selected response activities.
- Assessments measure different levels of thinking along Bloom's Taxonomy.
- Assessments are supported by suggested re-teaching or extension options.
- Rubrics with clearly described performance levels are provided for student tasks.
- Assessment materials provide multiple opportunities for students to demonstrate mastery of the content.
- Assessment options include appropriate scaffolding for students of varying levels of language development.
- Assessment materials provide multiple opportunities for students to engage in critical self-assessment and reflection.
- Assessment materials provide parents with insight into their child's learning and progress.

## Criterion 4

### Support for Struggling Readers

If your school has many students who struggle with reading history-social science content materials, consider selecting books that provide lots of reading support such as...

- Pre-reading strategies and focus questions are included to guide students in predicting the content.
- Essential vocabulary is listed and defined at the beginning of the chapter.
- Paragraphs are well constructed and have clear topic sentences and section headings are easily comprehensible and clearly match the content.
- Text flow is easy for the eye to follow.
- Activities require a mix of literal and inferential reading and clearly distinguish for the student what is expected.
- Vocabulary is controlled and difficult vocabulary is supported by context clues embedded in the text passages.
- Visuals are tied directly to the content and used for building background knowledge, reinforcing written material, and extending knowledge.
- Audio recordings of the text material are available to guide student pre-reading or independent reading.
- Assumed background knowledge is kept to a minimum and opportunities to activate prior knowledge are provided throughout the text.
- A strong context for the content is laid at the beginning of the chapter.
- Visuals, literature excerpts, and primary sources are used at the beginning of the chapter grab the reader's attention, motivate interest in the topic, and build background knowledge.
- Chapters are short or broken into "doable" chunks appropriate to the grade level of the student.
- Chapters and sections include summaries and a clear identification of main ideas.
- Main ideas are reinforced in the student activities.
- Graphic organizers are provided to help students comprehend and organize information.

## Criterion 4

### Support for English Learners

If your school has many English Language Learners, consider selecting books that provide lots of reading and language development support such as...

- Essential vocabulary is defined at the beginning of the chapter or selection, highlighted in the text, and reinforced in student activities.
- Use of idioms is limited and those used are explained.
- Vocabulary is controlled and multiple contextualizations are included within the text.
- Content-related academic language is explicitly identified, contextualized, and scaffolded.
- Background knowledge is enhanced and supported through visuals in student text and websites or video clips in teacher materials. Regular opportunities are provided for students to recall and articulate their related prior knowledge, record it, connect it explicitly to the new knowledge/content, and assess its accuracy and relevance.
- Text consists of well-organized paragraphs with clear topic sentences.
- Bold headings are clearly written and link directly to the content.
- Chapters and sections include summaries and clear identification of main ideas.
- Graphic organizers scaffold and reinforce information within the text and are used to support student learning in the end of chapter activities.
- Student activities provide opportunities for oral and written language development, opportunities for rehearsals and negotiation of meaning, and cooperative learning.
- Activities provide performance options and scaffold a range of language development levels.
- Assessments allow students to demonstrate understanding of the content in multiple ways appropriate to their language development level.
- Visuals and examples used relate to the diverse cultures and lived experiences of the learners.
- Access to support resources in primary languages is provided on key topics.

## Criterion 4

### Support for Special Education Students

Special Education students need extra support in learning history-social science. However, since special education student needs vary widely, textbook adaptations will also vary. Many of the needs of mainstreamed special education students are addressed in the list “Textbooks that Support Struggling Readers.” Below are additional ideas for universal access of textbooks that address needs of specific special education students. These suggestions were adapted from the “Criteria for Evaluating Instructional Materials in History-Social Science” published by the California Department of Education in 2001.

- Materials are available on CD Rom.
- Text materials are provided in electronic and digital format for use with a screen reader and for transcription into Braille, large print, or audio format for students with dyslexia, impaired vision or hearing and learning disabilities.
- Text is available in a read-aloud word-by-word format for Learning Disabled students.
- Electronic text is available for use with a screen reader or other text to audio device.
- Images are described orally for the vision impaired.
- Essential vocabulary is defined at the beginning of the chapter or selection, highlighted in the text, and reinforced in student activities.
- Vocabulary is controlled and needed definitions are included within the text.
- Student activities provide performance options and scaffold a range of language development levels.
- Suggestions for pre-teaching and re-teaching key concepts using alternative strategies are included in the teacher materials.
- Text consists of well-organized paragraphs with clear topic sentences.
- Bold headings are clearly written and link directly to the content.
- Chapters and sections include summaries and clear identification of main ideas.
- Graphic organizers scaffold and reinforce information within the text and are used to support student learning in the end of chapter activities.

## Criterion 4

### Support for Gifted and Talented Students

It is also important to consider the special needs of Gifted and Talented students when selecting instructional materials. These students require more open-ended, in-depth, complex, connected, and creative ways to demonstrate understanding of ideas.

Remember that giftedness is not restricted to any one linguistic or cultural group, so in reviewing materials to determine how well they meet the needs of Gifted and Talented Students, attention should be paid to how well the materials reflect the rich linguistic and cultural diversity, strengths, and areas for improvement for English Learners, students of color, students with special needs, and students living in poverty. If these characteristics are integrated in the student text materials, rather than just in supplemental resources, teachers will more likely provide these enriched experiences for all students.

- Student activities encourage extension of learning through additional research and or project development.
- Students are guided to examine issues, events and people in greater depth.
- Students are challenged with issues that require analysis, synthesis and evaluation.
- Interdisciplinary relationships that emerge from a study of the history-social science are stressed, such as literature and art by the people or about events of a period of history.
- Students are given freedom to choose from among several options for demonstration of their learning.
- Students are encouraged to take and argue positions on issues from several perspectives.

## Criterion 5

### Instructional Planning and Support Components

Instructional planning and support is important for all teachers but particularly teachers new to teaching, or teachers inexperienced teaching the grade level, English Learners, culturally/ethnically diverse students, students with special needs, or students living in poverty. Textbooks with strong planning support will help these new/inexperienced teachers to provide a quality classroom experience their first time through the content material. Such texts generally have many of the following components:

- The texts provide lots of suggestions for teaching the content topics and for using the materials effectively.
- The texts provide lots of suggestions for connecting the content to students' lived experiences, cultural and linguistic backgrounds, and prior knowledge.
- Ideas for teaching the analysis skills and the academic language are integrated with suggestions for teaching the content.
- Specific suggestions are provided for differentiating, scaffolding, contextualizing, and sheltering instruction.
- Planning templates or instructional "road maps" explain what to teach, how to teach, and when to teach key history-social science standards.
- Page numbers are correlated between the student and teacher materials.
- Suggestions for using technology, assessment tools, literature, and other support material are provided.
- Background information about historical eras, events and people is provided for teachers.
- Homework suggestions that support and extend student learning are provided.
- Materials provide guidance on effective uses of the library media center to support and extend learning.
- Suggestions for using speakers, field trips, electronic field trips, and interactive technology are provided.
- Answer keys for tests, workbook, and student activities are included in the teacher material.
- Materials offer suggestions for parents on how to support student learning.

- Strategies are provided that engage students as “historical thinkers” who identify bias, analyze multiple perspectives, and question various arguments and points of view.
- Materials support students in becoming effective, responsible, and participating citizens through the inclusion of activities that engage them in dialogue and/or debate about controversial issues, service learning, ethical/moral issues or simulated applications of learning.
- Materials are available in alternative formats, such as multi-volumes, electronic versions, and languages other than English.

**State Board Adopted History-Social Science Instructional Materials  
November 9, 2005**

<b>Publisher</b>	<b>Program Title</b>	<b>Grade Level(s)</b>
Glencoe/McGraw-Hill	<i>Glencoe Discovering Our Past</i>	6-8
Harcourt School Publishers	<i>Reflections: California Series</i>	K-6
Holt, Rinehart and Winston	<i>Holt California Social Studies: World History, Ancient Civilizations</i>	6
Holt, Rinehart and Winston	<i>Holt California Social Studies: World History, Medieval to Early Modern Times</i>	7
Holt, Rinehart and Winston	<i>Holt California Social Studies: United States History, Independence to 1914</i>	8
Houghton Mifflin	<i>Houghton Mifflin History-Social Science</i>	K-6
Macmillan/McGraw-Hill	<i>California Vistas</i>	K-6
McDougal Littell	<i>McDougal Littell California Middle School Social Studies Series</i>	6-8
Oxford University Press	<i>Oxford History-Social Science Program for California</i>	5-8
Pearson Prentice Hall	<i>Prentice Hall Social Studies</i>	6-8
Pearson Scott Foresman	<i>Scott Foresman History-Social Science for California</i>	K-5
Teachers' Curriculum Institute	<i>History Alive! California Middle Schools Program</i>	6-8

Source: <http://www.cde.ca.gov/ci/hs/im/sbehssadop.asp>

## Web Resources to Guide the Textbook Selection Process

Additional resources to support the local adoption process are available at the following websites.

### **Selected Education Code Sections Related to Instructional Materials**

[http://score.rims.k12.ca.us/standards/im/hs/pdf\\_files/Sel\\_EdCode\\_IM.pdf](http://score.rims.k12.ca.us/standards/im/hs/pdf_files/Sel_EdCode_IM.pdf)

### **California Department of Education Resources**

#### **List of Adopted Programs K-8**

<http://www.cde.ca.gov/ci/hs/im/sbehssadop.asp>

#### **Instructional Materials Adoptions: General Information**

<http://www.cde.ca.gov/ci/cr/cf/imagen.asp>

#### **Evaluation Criteria for 2005 Adoption of Instructional Materials K-8**

<http://www.cde.ca.gov/ci/hs/im/documents/hsscriteriapdf>

#### **Standards for Evaluating Instructional Materials for Social Content**

<http://www.cde.ca.gov/ci/cr/cf/documents/socialcontentpdf>

#### **Social & Legal Compliance Chart**

[http://score.rims.k12.ca.us/standards/im/hs/pdf\\_files/Soc\\_Legal\\_Comp\\_Chart.pdf](http://score.rims.k12.ca.us/standards/im/hs/pdf_files/Soc_Legal_Comp_Chart.pdf)

#### **Price Lists of K-8 Adopted Instructional Materials**

<http://www.cde.ca.gov/ci/cr/cf/ap1/plsearch.asp>

#### **Funding information for instructional material purchase**

##### **Instructional Materials Funding Realignment Program (IMFRP)**

<http://www.cde.ca.gov/ci/cr/cf/imfrpintro.asp>

##### **IMFRP General Provisions**

<http://www.cde.ca.gov/ci/cr/cf/imfrpugen.asp>

##### **Funding for Instructional and Library Materials**

<http://www.cde.ca.gov/ci/cr/cf/funding.asp>

##### **IMFRP Frequently Asked Questions**

<http://www.cde.ca.gov/ci/cr/cf/imfrpfaq.asp>

#### **Schedule for Curriculum Framework Development and Adoptions of K-8**

##### **Instructional Materials**

<http://www.cde.ca.gov/ci/cr/cf/documents/fwadoptschedule.doc>

##### **History-Social Science Standards Maps (K-8)**

<http://www.cde.ca.gov/ci/hs/im/hsstanmaps.asp>

##### **Grades 9-12 Standards Map Templates**

<http://www.cde.ca.gov/ci/cr/cf/gr912stmap.asp>

##### **Williams Settlement Legislation IM FAQs**

<http://www.cde.ca.gov/ci/cr/cf/williamsimfaq.asp>

<b>Other Online Resources for the Review Process</b>
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**Instructional Materials Adoption K-8 & 9-12 Compared**

[http://score.rims.k12.ca.us/standards/im/hs/pdf\\_files/K8\\_912\\_Comp.pdf](http://score.rims.k12.ca.us/standards/im/hs/pdf_files/K8_912_Comp.pdf)

**Education Code Chart**

[http://score.rims.k12.ca.us/standards/im/hs/pdf\\_files/Ed\\_Code\\_chart.pdf](http://score.rims.k12.ca.us/standards/im/hs/pdf_files/Ed_Code_chart.pdf)

**Criteria Chart Adapted for 9-12**

[http://score.rims.k12.ca.us/standards/im/hs/pdf\\_files/criteria\\_chart.pdf](http://score.rims.k12.ca.us/standards/im/hs/pdf_files/criteria_chart.pdf)