

## **Social Studies Education Standards Overview**

Today's society is changing at an increasingly rapid rate due to globalization stimulated by technology and innovation. As a result, education must ensure that students can meet the demands beyond school. To answer this call for change, the North Carolina State Board of Education revised its vision to support the notion that every public school student will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally-collaborative society. It is within this context that the North Carolina Standard Course of Study for K-12 Social Studies was developed.

There are two primary purposes of social studies. The first is to develop young people who are knowledgeable, critical, and capable of making informed decisions about the world and their place in it. The second purpose is to prepare young people to participate actively and responsibly in a culturally diverse, democratic, and increasingly interdependent world. It is the intent of the K-12 Social Studies section that this set of standards serve as a conceptual framework that prepares students to not only graduate from high school ready for a post-secondary education or career, but to prepare them to be civic ready.

Civic literacy requires that students:

- Process information at higher cognitive levels
- Use disciplinary skills and tools in the ways that social scientists would
- Use content and concepts to think deeply about, reflect on and/or act on local, state, national, and global issues
- Understand enduring and transferable ideas of the social studies disciplines
- Develop the civic dispositions required to be contributing members of society
- Pose and answer questions that matter to them and society
- Use multiple sources of information as evidence to support questions posed during an inquiry
- Collaborate and interact on a personal level with people from diverse contexts

North Carolina students can achieve civic readiness through an instructional program aligned to the Social Studies Standards and Objectives as presented in the North Carolina Standard Course of Study adopted on February 4, 2021.

The adoption of the Social Studies Standards as the North Carolina Standard Course of Study provides the foundation from which a well-planned social studies curriculum may be developed at the Public School Unit (PSU) level.

The Social Studies program includes standards and objectives that are conceptually written and organized around the five strands of History, Geography and Environmental Literacy, Civics and Government, Economics and Financial Literacy, as well as Behavioral Science. The inquiry strand is a new addition. It is not a discipline of social studies. It is a domain that incorporates the skills of social studies with the opportunity to think critically, evaluate sources, use evidence, solve problems, communicate, and act. These same six strands are present in all Social Studies grades/courses, K-12 (except the Economics and Personal Finance course which has its own strands appropriate for that course).

Instructional materials submitted for textbook adoption should align with these standards. Additional consideration should be given to the aforementioned elements which form the foundation for the K-12 Social Studies Standards. All of these things, taken together, represent the criteria used to assess instructional materials submitted for textbook adoption.

More information about the North Carolina Social Studies Standards may be found on the NCDPI website: <https://www.dpi.nc.gov/teach-nc/curriculum-instruction/standard-course-study/social-studies>

## Instructional Materials Review Criteria Sheet – Social Studies Grades K-5

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_

TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

### Indicate appropriate course:

Kindergarten _____	Third Grade _____
First Grade _____	Fourth Grade _____
Second Grade _____	Fifth Grade _____

### PART I Content

*Note: All instructional materials (both digital and print) shall be compatible with the philosophy, standards and objectives in the North Carolina Standard Course of Study, adopted February 2021.*

**Part IA Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. Materials must meet the criteria for both Items A and B. If either item is marked “no” in Part IA, do not complete Parts IB II, III, and IV.**

	Yes	No
1. Materials present the main concepts, facts/topics, and skills that support a minimum of 80% of the objectives in the <i>North Carolina Social Studies Standards</i> for the appropriate course/grade level.		
2. Content (facts/topics/concepts/skills), instructional tools (methodology/strategies/tasks), and assessment tools (methodology/strategies/tasks) are consistent with the philosophy, standards and goals of the <i>NC Standard Course of Study for Social Studies</i> for the appropriate course/grade level.		
<b>Comments for Part IA:</b>		

**Part IB Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. If two or more items are marked “no” in Part IB, do not complete Parts II, III, and IV.**

	Yes	No
1. Materials reflect unbiased, non-stereotypical, accurate, comprehensive and current social studies		

research-based information and practices: authors, consultants, and reviewers include professionals with a wide range of experiences and expertise, including persons with secondary classroom experience.		
2. Materials provide a sufficient number of hands-on inquiries, experiences, and authentic tasks in a variety of contexts (e.g., in-school, out of school, group tasks, independent tasks, discussion, reading) that integrate and support the key concepts, factual content, and disciplinary and critical thinking skills of social studies at a developmentally appropriate level.		
3. Material provides access to or demonstrates concepts and factual content in multiple ways, including in writing, verbally, graphically, as well as through the use of maps, charts, illustrations, and political cartoons.		
4. Diverse groups and balanced viewpoints of events are comprehensively integrated and avoid stereotypic depictions in terms of race, gender or ability.		
5. Materials are relevant to the diversity of students' lives, interests, abilities, and learning styles and promotes interactive and participatory learning.		
<b>Comments for Part IB:</b>		

## Part II Pedagogy

A. Specific Criteria	<i>Yes</i>	<i>No</i>
1. Materials ask students to communicate social studies concepts and ideas visually (e.g., maps, charts, graphs), orally and in writing and by explaining, clarifying, and defending their ideas while engaged in discourse with peers and teachers.		
2. Materials require students to gather, organize, interpret, analyze, explain and evaluate information from a variety of sources, primary and secondary (i.e., articles, journals, online resources, maps, charts, graphs, illustrations, political cartoons, articles and other artifacts).		
3. Materials allow for students to develop skills used by behavioral scientists,, economists, geographers, historians, and political scientists to discern information about events and issues over time.		
4. Materials examine issues and events from multiple perspectives (e.g., geographic, cultural, socioeconomic, ethnic, racial, historical, contemporary, local, state, and national).		
5. Materials provide opportunities for the discussion of global, regional, and local issues.		
6. Issues and historical events are presented and treated factually and objectively.		
7. Materials are thematically and chronologically organized to promote conceptual understanding of events and issues as appropriate.		
8. Materials integrate cultural, economic, geographic, historical, and political aspects of the local community, state, nation, and world throughout to enhance student understanding and relevance.		
9. Materials integrate student assessment in the instructional design.		
10. Materials include assessment tasks or items that measure mastery of concepts, factual content and skills in a variety of formats.		
11. Materials include specific questions or tasks to assist the teacher and student in identifying the concepts, factual content, and skills students have mastered before they begin new material.		
12. Materials include assessment tasks or items that can be used as diagnostic or formative instruments that help determine learners' needs, rather than merely as instruments for grading students at the end of a unit or chapter.		

B. Teacher Resources	Yes	No
1. Teacher resources include a summary of material contents.		
2. Teacher resources provide instructional and/or behavioral objectives.		
3. Teacher resources are well organized, easy to use, and comprehensive		
4. Teacher resources provide for the development, reinforcement, and review of factual content, skills, and concepts.		
5. Teacher resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
6. Teacher resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
7. Teacher resources include suggestions for the extension of learning and integration across the curriculum.		
8. Teacher resources provide ancillary materials for student use.		
9. Teacher resources provide supplementary or background information.		
10. Teacher resources include answer key(s).		
<b>Comments for Part II:</b>		

### Part III Accessibility *(If applicable)*

(Note: Digital considerations may refer to software as well as online resources. The criteria presented here are in addition to the criteria listed in previous sections.)

	Yes	No
A. Information retrieval is easy and rapid.		
B. Intuitive icons, menus, and directional symbols are provided that foster independent use.		
C. Graphic design is attractive, colorful, and uncluttered.		
D. Graphic design is not stereotypic or biased and does not contain inaccurate portrayals		
E. All visuals and interactive elements are clearly and accurately labeled.		
F. Appropriate and supportive feedback is provided if applicable.		
G. Options for help and tutorial segments are provided.		
H. Ability to download and save or access content offline.		
I. Save options for games or activities in progress are available when appropriate.		
J. Note-taking feature is available when appropriate.		
K. A record-keeping feature to monitor student progress is available when appropriate.		
L. Teacher has full access to individual student monitoring of activities, assignments, and assessments.		
M. Descriptions of specific hardware requirements for operating the application are provided.		
N. Technical assistance is available and instructions for access are easily understood		
O. Can integrate with various Learning Management Systems (LMS) (Canvas, Google Classroom, etc.)		
P. Functions flawlessly on a variety of platforms at school and home.		
<b>Comments for Part III:</b>		

**Part IV Overall Analysis (*For Textbook Commission Use Only*)**

These instructional materials meet the criteria \_\_\_\_\_ **yes**      \_\_\_\_\_ **no**.

<p><b>Comments for Part IV:</b> <i>Additional comments for yes or no responses in Parts I, II, III, or IV.</i></p>
--

## Instructional Materials Review Criteria Sheet – Social Studies Grades 6-7

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_

TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

**Indicate appropriate course:**

**World Studies I: Development of Civilizations (6<sup>th</sup> Grade)** \_\_\_\_\_

**World Studies II: Modern Era (7<sup>th</sup> Grade)** \_\_\_\_\_

**PART I Content**

*Note: All instructional materials (both digital and print) shall be compatible with the philosophy, standards and objectives in the North Carolina Standard Course of Study, adopted February 2021.*

*Part IA Check **yes** to indicate the instructional materials meet the criteria or check **no** to indicate the instructional materials do not meet the criteria. Materials must meet the criteria for both Items A and B. If either item is marked “no” in Part IA, do not complete Parts IB II, III, and IV.*

	Yes	No
1. Materials present the main concepts, facts/topics, and skills that support a minimum of 80% of the objectives in the <i>North Carolina Social Studies Standards</i> for the appropriate course/grade level.		
2. Content (facts/topics/concepts/skills), instructional tools (methodology/strategies/tasks), and assessment tools (methodology/strategies/tasks) are consistent with the philosophy, standards and goals of the <i>NC Standard Course of Study for Social Studies</i> for the appropriate course/grade level.		
<b>Comments for Part 1A:</b>		

**Part IB Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. If two or more items are marked “no” in Part IB, do not complete Parts II, III, and IV.**

	Yes	No
1. Materials reflect unbiased, non-stereotypical, accurate, comprehensive and current social studies research-based information and practices: authors, consultants, and reviewers include professionals with a wide range of experiences and expertise, including persons with secondary classroom experience.		
2. Materials provide a sufficient number of hands-on inquiries, experiences, and authentic tasks in a variety of contexts (e.g., in-school, out of school, group tasks, independent tasks, discussion, reading) that integrate and support the key concepts, factual content, and disciplinary and critical thinking skills of social studies at a developmentally appropriate level.		
3. Material provides access to or demonstrates concepts and factual content in multiple ways, including in writing, verbally, graphically, as well as through the use of maps, charts, illustrations,		

and political cartoons.		
4. Diverse groups and balanced viewpoints of events are comprehensively integrated and avoid stereotypic depictions in terms of race, gender or ability.		
5. Materials are relevant to the diversity of students' lives, interests, abilities, and learning styles and promotes interactive and participatory learning.		
<b>Comments for Part IB:</b>		

## Part II Pedagogy

A. Specific Criteria	Yes	No
1. Materials ask students to communicate social studies concepts and ideas visually (e.g., maps, charts, graphs), orally and in writing and by explaining, clarifying, and defending their ideas while engaged in discourse with peers and teachers.		
2. Materials require students to gather, organize, interpret, analyze, explain and evaluate information from a variety of sources, primary and secondary (i.e., articles, journals, online resources, maps, charts, graphs, illustrations, political cartoons, articles and other artifacts).		
3. Materials allow for students to develop skills used by anthropologists, economists, geographers, historians, and political scientists to discern information about events and issues over time.		
4. Materials allow students to study various civilizations, societies, nations, cultures, etc. that provide a balance between western and non-western world content with a strong emphasis on the connectivity of the two.		
5. Materials examine issues and events from multiple perspectives (e.g., geographic, cultural, socioeconomic, ethnic, racial, historical, contemporary, local, state, and national).		
6. Materials provide opportunities for the discussion of global, regional, and local issues that continue to foster debate and promote divergent points of view.		
7. Issues and historical events are presented and treated factually and objectively with all major viewpoints represented.		
8. Materials are thematically and chronologically organized to promote conceptual understanding of events and issues.		
9. Materials integrate cultural, economic, geographic, historical, and political aspects of the world throughout to enhance student understanding and relevance.		
10. Materials integrate student assessment in the instructional design.		
11. Materials include assessment tasks or items that measure mastery of concepts, factual content and skills in a variety of formats.		
12. Materials include specific questions or tasks to assist the teacher and student in identifying the concepts, factual content, and skills students have mastered before they begin new material.		
13. Materials include assessment tasks or items that can be used as diagnostic or formative instruments that help determine learners' needs, rather than merely as instruments for grading students at the end of a unit or chapter.		

B. Resources	Yes	No
1. Teacher resources include a summary of material contents.		
2. Teacher resources provide instructional and/or behavioral objectives.		
3. Teacher resources are well organized, easy to use, and comprehensive.		
4. Teacher resources provide for the development, reinforcement, and review of factual content,		

skills, and concepts.		
5. Teacher resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
6. Teacher resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
7. Teacher resources include suggestions for the extension of learning and integration across the curriculum.		
8. Teacher resources provide ancillary materials for student use.		
9. Teacher resources provide supplementary or background information.		
10. Teacher resources include answer key(s)		
<b>Comments for Part II:</b>		

### **Part III Accessibility (if applicable)**

(Note: Digital considerations may refer to software as well as online resources. The criteria presented here are in addition to the criteria listed in previous sections.)

	<i>Yes</i>	<i>No</i>
A. Information retrieval is easy and rapid.		
B. Intuitive icons, menus, and directional symbols are provided that foster independent use.		
C. Graphic design is attractive, colorful, and uncluttered.		
D. Graphic design is not stereotypic or biased and does not contain inaccurate portrayals		
E. All visuals and interactive elements are clearly and accurately labeled.		
F. Appropriate and supportive feedback is provided if applicable.		
G. Options for help and tutorial segments are provided.		
H. Ability to download and save or access content offline.		
I. Save options for games or activities in progress are available when appropriate.		
J. Note-taking feature is available when appropriate.		
K. . A record-keeping feature to monitor student progress is available when appropriate.		
L. Teacher has full access to individual student monitoring of activities, assignments, and assessments.		
M. Descriptions of specific hardware requirements for operating the application are provided.		
N. Technical assistance is available and instructions for access are easily understood		
O. Can integrate with various Learning Management Systems (LMS) (Canvas, Google Classroom, etc.)		
P. Functions flawlessly on a variety of platforms at school and home.		
<b>Comments for Part III:</b>		

### **Part IV Overall Analysis (For Textbook Commission Use Only)**

These instructional materials meet the criteria \_\_\_\_ yes \_\_\_\_ no.

<b>Comments for Part IV: Additional comments for yes or no responses in Parts I, II, III or IV.</b>
---



## Instructional Materials Review Criteria Sheet – Social Studies Grade 8

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_

TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

### **Indicate Appropriate Course:**

North Carolina and American History \_\_\_\_\_

### **PART I Content**

*(Note: All instructional materials (both digital and print) shall be compatible with the philosophy, standards and objectives in the North Carolina Standard Course of Study, adopted February 2021.*

**Part IA Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. Materials must meet the criteria for both Items A and B. If either item is marked “no” in Part IA, do not complete Parts IB, II, III, and IV.**

	<i>Yes</i>	<i>No</i>
1. Materials present the main concepts, facts, and skills that support a minimum of 80% of the objectives for the <i>North Carolina Social Studies Standards</i> for the appropriate course/grade level.		
2. Content (facts/topics/concepts/skills), instructional tools (methodology/strategies/tasks), and assessment tools (methodology/strategies/tasks) are consistent with the philosophy, standards and goals of the <i>NC Standard Course of Study for Social Studies</i> for the appropriate course/grade level.		
<b>Comments for Part IA:</b>		

**Part IB Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. If two or more items are marked “no” in Part IB, do not complete Parts II, III, and IV.**

	<i>Yes</i>	<i>No</i>
1. Materials reflect unbiased, non-stereotypical, accurate, comprehensive and current social studies research-based information and practices: authors, consultants, and reviewers include professionals with a wide range of experiences and expertise, including persons with secondary classroom experience.		
2. Materials provide a sufficient number of hands-on inquiries, experiences, and authentic tasks in a variety of contexts (e.g., in-school, out of school, group tasks, independent tasks, discussion, reading) that integrate and support the key concepts, factual content, and disciplinary and critical thinking skills of social studies at a developmentally appropriate level.		
3. Material provides access to or demonstrates concepts and factual content in multiple ways, including in writing, verbally, graphically, as well as through the use of maps, charts, illustrations,		

and political cartoons.		
4. Diverse groups and balanced viewpoints of events are comprehensively integrated and avoid stereotypic depictions in terms of race, gender or ability.		
5. Materials are relevant to the diversity of students' lives, interests, abilities, and learning styles and promotes interactive and participatory learning.		
6. Religious references shall be uncensored and included in American history textbooks.		
<b>Comments for Part IB:</b>		

## Part II Pedagogy

A. Specific Criteria	Yes	No
1. Materials ask students to communicate social studies concepts and ideas visually (e.g., maps, charts, graphs), orally and in writing and by explaining, clarifying, and defending their ideas while engaged in discourse with peers and teachers.		
2. Materials require students to gather, organize, interpret, analyze, explain and evaluate information from a variety of sources, primary and secondary (i.e., articles, journals, online resources, maps, charts, graphs, illustrations, political cartoons, articles and other artifacts).		
3. Materials allow for students to develop skills used by anthropologists, economists, geographers, historians, and political scientists to discern information about events and issues over time.		
4. Materials allow students to study various geographic regions and cultural groups both in North Carolina and across the United States.		
5. Materials examine issues and events from multiple perspectives (e.g., geographic, cultural, socioeconomic, ethnic, racial, historical, contemporary, local, state, and national).		
6. Materials provide opportunities for the discussion of global, national, regional, and local issues that continue to foster debate and promote divergent points of view.		
7. Issues and historical events are presented and treated factually and objectively with all major viewpoints represented.		
2. Materials are thematically and chronologically organized to promote conceptual understanding of events and issues.		
3. Materials integrate cultural, economic, geographic, historical, and political aspects of North Carolina and the United States (and the globe as appropriate) throughout to enhance student understanding and relevance.		
4. Materials integrate student assessment in the instructional design.		
5. Materials include assessment tasks or items that measure mastery of concepts, factual content and skills in a variety of formats.		
6. Materials include specific questions or tasks to assist the teacher and student in identifying the concepts, factual content, and skills students have mastered before they begin new material.		
7. Materials include assessment tasks or items that can be used as diagnostic or formative instruments that help determine learners' needs, rather than merely as instruments for grading students at the end of a unit or chapter.		
8. Materials ask students to communicate social studies concepts and ideas visually (e.g., maps, charts, graphs), orally and in writing and by explaining, clarifying, and defending their ideas while engaged in discourse with peers and teachers.		

B. Resources	Yes	No
1. Teacher resources include a summary of material contents.		
2. Teacher resources provide instructional and/or behavioral objectives.		

3. Teacher resources are well organized, easy to use, and comprehensive.		
4. Teacher resources provide for the development, reinforcement, and review of factual content, skills, and concepts.		
5. Teacher resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
6. Teacher resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
7. Teacher resources include suggestions for the extension of learning and integration across the curriculum.		
8. Teacher resources provide ancillary materials for student use.		
9. Teacher resources provide supplementary or background information.		
10. Teacher resources include answer key(s)		
<b>Comments for Part II:</b>		

### Part III Accessibility

(Note: Digital considerations may refer to software as well as online resources. The criteria presented here are in addition to the criteria listed in previous sections.)

	<i>Yes</i>	<i>No</i>
A. Information retrieval is easy and rapid.		
B. Intuitive icons, menus, and directional symbols are provided that foster independent use.		
C. Graphic design is attractive, colorful, and uncluttered.		
D. Graphic design is not stereotypic or biased and does not contain inaccurate portrayals		
E. All visuals and interactive elements are clearly and accurately labeled.		
F. Appropriate and supportive feedback is provided if applicable.		
G. Options for help and tutorial segments are provided.		
H. Ability to download and save or access content offline.		
I. Save options for games or activities in progress are available when appropriate.		
J. Note-taking feature is available when appropriate.		
K. A record-keeping feature to monitor student progress is available when appropriate.		
L. Teacher has full access to individual student monitoring of activities, assignments, and assessments.		
M. Descriptions of specific hardware requirements for operating the application are provided.		
N. Technical assistance is available and instructions for access are easily understood		
O. Can integrate with various Learning Management Systems (LMS) (Canvas, Google Classroom, etc.)		
P. Functions flawlessly on a variety of platforms at school and home.		
<b>Comments for Part III:</b>		

### Part IV Overall Analysis (For Textbook Commission Use Only)

These instructional materials meet the criteria \_\_\_\_ yes \_\_\_\_ no.

<b>Comments for Part IV: Additional comments for yes or no responses in Parts I, II, III, or IV.</b>
--

## Instructional Materials Review Criteria Sheet – Social Studies Grades 9-12

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_

TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

**Indicate Appropriate Course:**

**American History** \_\_\_\_\_

### PART I Content

*(Note: All instructional materials (both digital and print) shall be compatible with the philosophy, standards and objectives in the North Carolina Standard Course of Study, adopted February 2021.*

**Part IA Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. Materials must meet the criteria for both Items A and B. If either item is marked “no” in Part IA, do not complete Parts IB, II, III, and IV.**

	Yes	No
1. Materials present the main concepts, facts/topics, and skills that support a minimum of 80% of the objectives in the <i>North Carolina Social Studies Standards</i> for the appropriate course/grade level. .		
2. Content (facts/topics/concepts/skills), instructional tools (methodology/strategies/tasks), and assessment tools (methodology/strategies/tasks) are consistent with the philosophy, standards and goals of the <i>NC Standard Course of Study for Social Studies</i> for the appropriate course/grade level.		
<b>Comments for Part IA:</b> (Use extra sheets if necessary)		

**Part IB Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. If two or more items are marked “no” in Part IB, do not complete Parts II, III, and IV.**

	Yes	No
1. Materials reflect unbiased, non-stereotypical, accurate, comprehensive and current social studies research-based information and practices: authors, consultants, and reviewers include professionals with a wide range of experiences and expertise, including persons with secondary classroom experience.		
2. Materials provide a sufficient number of hands-on inquiries, experiences, and authentic tasks in a variety of contexts (e.g., in-school, out of school, group tasks, independent tasks, discussion, reading) that integrate and support the key concepts, factual content, and disciplinary and critical thinking skills of social studies at a developmentally appropriate level.		
3. Material provides access to or demonstrates concepts and factual content in multiple ways,		

including in writing, verbally, graphically, as well as through the use of maps, charts, illustrations, and political cartoons.		
4. Diverse groups and balanced viewpoints of events are comprehensively integrated and avoid stereotypic depictions in terms of race, gender or ability.		
5. Materials are relevant to the diversity of students' lives, interests, abilities, and learning styles and promotes interactive and participatory learning.		
6. Religious references shall be uncensored and included in American history textbooks.		
<b>Comments for Part IB:</b>		

## Part II Pedagogy

A. Specific Criteria	Yes	No
1. Materials ask students to communicate social studies concepts and ideas visually (e.g., maps, charts, graphs), orally and in writing and by explaining, clarifying, and defending their ideas while engaged in discourse with peers and teachers.		
2. Materials require students to gather, organize, interpret, analyze, explain and evaluate information from a variety of sources, primary and secondary (i.e., articles, journals, online resources, maps, charts, graphs, illustrations, political cartoons, articles and other artifacts).		
3. Issues, key turning points, and presidential administrations are presented and treated factually and objectively with all major viewpoints represented.		
4. Materials integrate cultural, economic, geographic, political and social aspects throughout the text to enhance student understanding and relevance.		
5. Content is organized both thematically and chronologically in order to promote deeper understanding of history and issues.		
6. Materials provide the opportunities for the discussion of contemporary and global issues.		
7. Materials include content that adequately covers the founding principles of the United States and the State of North Carolina.		
8. Materials integrate student assessment in the instructional design.		
9. Materials include assessment tasks or items that measure mastery of concepts, factual content and skills in a variety of formats.		
10. Materials include specific questions or tasks to assist the teacher and student in identifying the concepts, factual content, and skills students have mastered before they begin new material.		
11. Materials include assessment tasks or items that can be used as diagnostic or formative instruments that help determine learners' needs, rather than merely as instruments for grading students at the end of a unit or chapter.		

B. Teacher Resources	Yes	No
1. Teacher resources include a summary of material contents.		
2. Teacher resources provide instructional and/or behavioral objectives.		
3. Teacher resources are well organized, easy to use, and comprehensive		
Teacher resources provide for the development, reinforcement, and review of factual content, skills, and concepts.		
4. Teacher resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
5. Teacher resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
6. Teacher resources include suggestions for the extension of learning and integration across the curriculum.		

7. Teacher resources provide ancillary materials for student use.		
8. Teacher resources provide supplementary or background information.		
9. Teacher resources include answer key(s)		
<b>Comments for Part II:</b>		

### **Part III Accessibility (if applicable)**

(Note: Digital considerations may refer to software as well as online resources. The criteria presented here are in addition to the criteria listed in previous sections.)

	<i>Yes</i>	<i>No</i>
A. Information retrieval is easy and rapid.		
B. Intuitive icons, menus, and directional symbols are provided that foster independent use.		
C. Graphic design is attractive, colorful, and uncluttered.		
D. Graphic design is not stereotypic or biased and does not contain inaccurate portrayals		
E. All visuals and interactive elements are clearly and accurately labeled.		
F. Appropriate and supportive feedback is provided if applicable.		
G. Options for help and tutorial segments are provided.		
H. Ability to download and save or access content offline.		
I. Save options for games or activities in progress are available when appropriate.		
J. Note-taking feature is available when appropriate.		
K. A record-keeping feature to monitor student progress is available when appropriate.		
L. Teacher has full access to individual student monitoring of activities, assignments, and assessments.		
M. Descriptions of specific hardware requirements for operating the application are provided.		
N. Technical assistance is available and instructions for access are easily understood		
O. Can integrate with various Learning Management Systems (LMS) (Canvas, Google Classroom, etc.)		
P. Functions flawlessly on a variety of platforms at school and home.		
<b>Comments for Part III:</b>		

### **Part IV Overall Analysis (For Textbook Commission Use Only)**

These instructional materials meet the criteria \_\_\_\_ yes \_\_\_\_ no.

<b>Comments for Part IV: Additional comments for yes or no responses in Parts I, II, III, or IV.</b>
--

## Instructional Materials Review Criteria Sheet – Social Studies Grades 9-12

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_

TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

### **Indicate Appropriate Course:**

Founding Principles of the United States of America and North Carolina: Civic Literacy

### **PART I Content**

*Note All instructional materials (both digital and print) shall be compatible with the philosophy, standards and objectives in the North Carolina Standard Course of Study, revised (February 4, 2021).*

*Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. Materials must meet the criteria for both Items A and B. If either item is marked “no” in Part IA, do not complete Parts IB II, III, and IV.*

	Yes	No
1. Materials present the main concepts, facts/topics, and skills that support a minimum of 80% of the objectives in the North Carolina. <i>Social Studies Standards</i> for the appropriate course/grade level..		
2. Content (facts/topics/concepts/skills), instructional tools (methodology/strategies/tasks), and assessment tools (methodology/strategies/tasks) are consistent with the philosophy, standards and goals of the <i>Standard Course of Study for Social Studies for the appropriate course/grade level</i> .		
<b>Comments for Part IA:</b>		

**Part IB Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. If two or more items are marked “no” in Part IB, do not complete Parts II, III, and IV.**

	Yes	No
1. Materials reflect unbiased, non-stereotypical, accurate, comprehensive and current social studies research-based information and practices: authors, consultants, and reviewers include professionals with a wide range of experiences and expertise, including persons with secondary classroom experience.		
2. Materials provide a sufficient number of hands-on inquiries, experiences, and authentic tasks in a variety of contexts (e.g., in-school, out of school, group tasks, independent tasks, discussion, reading) that integrate and support the key concepts, factual content, and disciplinary and critical thinking skills of social studies at a developmentally appropriate level.		
3. Material provides access to or demonstrates concepts and factual content in multiple ways, including in writing, verbally, graphically, as well as through the use of maps, charts, illustrations, and political cartoons.		

4. Diverse groups and balanced viewpoints of events are comprehensively integrated and avoid stereotypic depictions in terms of race, gender or ability.		
5. Materials are relevant to the diversity of students' lives, interests, abilities, and learning styles and promotes interactive and participatory learning.		
6. Religious references shall be uncensored and included in American history textbooks.		
<b>Comments for Part IB:</b>		

## Part II Pedagogy

A. Specific Criteria	Yes	No
Materials ask students to communicate social studies concepts and ideas visually (e.g., maps, charts, graphs), orally and in writing and by explaining, clarifying, and defending their ideas while engaged in discourse with peers and teachers.		
1. Materials require students to gather, organize, interpret, analyze, explain and evaluate information from a variety of sources, primary and secondary (i.e., articles, journals, online resources, maps, charts, graphs, illustrations, political cartoons, articles and other artifacts).		
2. Issues are presented and treated factually and objectively with all major viewpoints represented.		
3. Materials integrate cultural, economic, geographic, historical, and political aspects of U.S. society (and the global society as appropriate) throughout the text to enhance student understanding and relevance.		
4. Materials emphasize the student's place in the community, country, and the world in the 21 <sup>st</sup> century.		
2. Materials provide the opportunities for the discussion of contemporary and global issues.		
3. Materials integrate student assessment in the instructional design.		
4. Materials include assessment tasks or items that measure mastery of concepts, factual content and skills in a variety of formats		
5. Materials include specific questions or tasks to assist the teacher and student in identifying the concepts, factual content, and skills students have mastered before they begin new material.		
6. Materials include content that allows students to adequately understand the founding principles of the United States, including those enumerated by the NC General Assembly in Session Law 2019-82 which are: <ul style="list-style-type: none"> <li>• The Creator-endowed inalienable rights of the people</li> <li>• Structure of government, separation of powers with checks and balances</li> <li>• Frequent and free elections in a representative government</li> <li>• Rule of law</li> <li>• Equal justice under the law</li> <li>• Private property rights</li> <li>• Federalism</li> <li>• Due process</li> <li>• Individual rights as set forth in the Bill of Rights</li> <li>• Individual responsibility</li> <li>• Constitutional limitations on government power to tax and spend, and prompt payment of public debt</li> <li>• Strong defense and supremacy of civil authority over military</li> <li>• Peace, commerce, and honest friendship with all nations, entangling alliances with none</li> </ul>		



B.	Yes	No
1. Teacher resources include a summary of material contents.		
2. Teacher resources provide instructional and/or behavioral objectives.		
3. Teacher resources are well organized, easy to use, and comprehensive		
4. Teacher resources provide for the development, reinforcement, and review of factual content , skills, and concepts.		
5. Teacher resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
6. Teacher resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
7. Teacher resources include suggestions for the extension of learning and integration across the curriculum.		
8. Teacher resources provide ancillary materials for student use.		
9. Teacher resources provide supplementary or background information.		
10. Teacher resources include answer key(s)		
<b>Comments for Part II</b>		

### Part III Accessibility(if applicable.)

(Note: Digital considerations may refer to software as well as online resources. The criteria presented here are in addition to the criteria listed in previous sections.)

	Yes	No
A. Information retrieval is easy and rapid.		
B. Intuitive icons, menus, and directional symbols are provided that foster independent use.		
C. Graphic design is attractive, colorful, and uncluttered.		
D. Graphic design is not stereotypic or biased and does not contain inaccurate portrayals		
E. All visuals and interactive elements are clearly and accurately labeled.		
F. Appropriate and supportive feedback is provided if applicable.		
G. Options for help and tutorial segments are provided.		
H. Ability to download and save or access content offline.		
I. Save options for games or activities in progress are available when appropriate.		
J. Note-taking feature is available when appropriate.		
K. A record-keeping feature to monitor student progress is available when appropriate.		
L. Teacher has full access to individual student monitoring of activities, assignments, and assessments.		
M. Descriptions of specific hardware requirements for operating the application are provided.		
N. Technical assistance is available and instructions for access are easily understood		
O. Can integrate with various Learning Management Systems (LMS) (Canvas, Google Classroom, etc.)		
P. Functions flawlessly on a variety of platforms at school and home.		
<b>Comments for Part III:</b>		

### Part IV Overall Analysis: (For Textbook Commission Use Only)

These instructional materials meet the criteria \_\_\_\_ yes \_\_\_\_ no.

<b>Comments for Part IV: Additional comments for yes or no responses in Parts I, II, III, or IV.</b>
--

## Instructional Materials Review Criteria Sheet – Social Studies Grades 9-12

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_

TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

### **Indicate Appropriate Course:**

World History

### **PART I Content**

*Note: All instructional materials (both digital and print) shall be compatible with the philosophy, standards and objectives in the North Carolina Standard Course of Study, adopted February 2021.*

**Part IA Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. Materials must meet the criteria for both Items A and B. If either item is marked “no” in Part IA, do not complete Parts IB, II, III, and IV.**

	Yes	No
1. Materials present the main concepts, facts/topics, and skills that support a minimum of 80% of the objectives in the <i>North Carolina Social Studies Standards</i> for the appropriate course/grade level.		
2. Content (facts/topics/concepts/skills), instructional tools (methodology/strategies/tasks), and assessment tools (methodology/strategies/tasks) are consistent with the philosophy, standards and goals of the <i>NC Standard Course of Study for Social Studies</i> for the appropriate course/grade level.		
<b>Comments for Part IA:</b>		

**Part IB Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. If two or more items are marked “no” in Part IB, do not complete Parts II, III, and IV.**

	Yes	No
1. Materials reflect unbiased, non-stereotypical, accurate, comprehensive and current social studies research-based information and practices: authors, consultants, and reviewers include professionals with a wide range of experiences and expertise, including persons with secondary classroom experience.		
2. Materials provide a sufficient number of hands-on inquiries, experiences, and authentic tasks in a variety of contexts (e.g., in-school, out of school, group tasks, independent tasks, discussion, reading) that integrate and support the key concepts, factual content, and disciplinary and critical thinking skills of social studies at a developmentally appropriate level.		
3. Material provides access to or demonstrates concepts and factual content in multiple ways, including in writing, verbally, graphically, as well as through the use of maps, charts, illustrations, and political cartoons.		
4. Diverse groups and balanced viewpoints of events are comprehensively integrated and avoid		

stereotypic depictions in terms of race, gender or ability.		
5. Materials are relevant to the diversity of students' lives, interests, abilities, and learning styles and promotes interactive and participatory learning.		
6. Religious references shall be uncensored and included in American history textbooks.		
<b>Comments for Part IB:</b>		

## Part II Pedagogy

A. Specific Criteria	Yes	No
1. A. Materials ask students to communicate social studies concepts and ideas visually (e.g., maps, charts, graphs), orally and in writing and by explaining, clarifying, and defending their ideas while engaged in discourse with peers and teachers.		
2. B. Materials require students to gather, organize, interpret, analyze, explain and evaluate information from a variety of sources, primary and secondary (i.e., articles, journals, online resources, maps, charts, graphs, illustrations, political cartoons, articles and other artifacts).		
3. C. Issues and key turning points are presented and treated factually and objectively with all major viewpoints represented.		
4. D. Materials integrate cultural, economic, geographic, political, and social aspects of history throughout the text to enhance student understanding and relevance.		
5. E. Materials are thematically and chronologically organized to promote conceptual understanding of history that includes globalization and 21 <sup>st</sup> century issues.		
6. F. Materials include appropriate charts, maps, graphs, primary resources, photographs, political cartoons, and drawings directly related to the goals and objectives of the North Carolina Standard Course of Study.		
7. G. Materials allow for students and teachers to develop skills used by historians to discern information about historic events. (i.e., using primary source documents, detecting bias)		
8. H. Materials provide a balance between western and non-western world content with a strong emphasis on the connectivity of the two.		
9. I. Materials integrate student assessment in the instructional design.		
10. J. Materials include assessment tasks or items that measure mastery of concepts, factual content and skills in a variety of formats.		
11. K. Materials include specific questions or tasks to assist the teacher and student in identifying the concepts, factual content, and skills students have mastered before they begin new material.		
12. L. Materials include assessment tasks or items that can be used as diagnostic or formative instruments that help determine learners' needs, rather than merely as instruments for grading students at the end of a unit or chapter.		

B. Teacher Resources	Yes	No
1. A. Teacher resources include a summary of material contents.		
2. B. Teacher resources provide instructional and/or behavioral objectives.		
3. C. Teacher resources are well organized, easy to use, and comprehensive.		
4. D. Teacher resources provide for the development, reinforcement, and review of factual content, skills, and concepts.		
5. E. Teacher resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
6. F. Teacher resources provide suggestions for evaluation, remediation, acceleration, and feedback.		

7. G. Teacher resources include suggestions for the extension of learning and integration across the curriculum.		
8. H. Teacher resources provide ancillary materials for student use.		
9. I. Teacher resources provide supplementary or background information.		
10. J. Teacher resources include answer key(s)		
<b>Comments for Part II:</b>		

### Part III Accessibility *(if applicable)*

(Note: Digital considerations may refer to software as well as online resources. The criteria presented here are in addition to the criteria listed in previous sections.)

	<i>Yes</i>	<i>No</i>
A. Information retrieval is easy and rapid.		
B. Intuitive icons, menus, and directional symbols are provided that foster independent use.		
C. Graphic design is attractive, colorful, and uncluttered.		
D. Graphic design is not stereotypic or biased and does not contain inaccurate portrayals		
E. All visuals and interactive elements are clearly and accurately labeled.		
F. Appropriate and supportive feedback is provided if applicable.		
G. Options for help and tutorial segments are provided.		
H. Ability to download and save or access content offline.		
I. Save options for games or activities in progress are available when appropriate.		
J. Note-taking feature is available when appropriate.		
K. A record-keeping feature to monitor student progress is available when appropriate.		
L. Teacher has full access to individual student monitoring of activities, assignments, and assessments.		
M. Descriptions of specific hardware requirements for operating the application are provided.		
N. Technical assistance is available and instructions for access are easily understood		
O. Can integrate with various Learning Management Systems (LMS) (Canvas, Google Classroom, etc.)		
P. Functions flawlessly on a variety of platforms at school and home.		
<b>Comments for Part III:</b>		

### Part IV Overall Analysis *(For Textbook Commission Use Only)*

These instructional materials meet the criteria \_\_\_\_ **yes** \_\_\_\_ **no**.

<b>Comments for Part IV:</b> <i>Additional comments for acceptable or not acceptable in Parts I, II, III, or IV.</i>
--

## Instructional Materials Review Criteria Sheet – Social Studies Grades 9-12

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_

TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

### **Indicate Appropriate Course:**

**Economics and Personal Finance** \_\_\_\_\_

### **PART I Content**

*Note: All instructional materials (both digital and print) shall be compatible with the philosophy, standards and objectives in the North Carolina Standard Course of Study, adopted July 2020.*

*Part IA: Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. Materials must meet the criteria for both Items A and B. If either item is marked “no” in Part IA, do not complete Parts IB II, III, and IV.*

	<i>Yes</i>	<i>No</i>
1. Materials present the main concepts, facts/topics, and skills that support a minimum of 80% of the objectives of the <i>North Carolina Social Studies Standards</i> for the appropriate course/grade level.		
2. Content (facts/topics/concepts/skills), instructional tools (methodology/strategies/tasks), and assessment tools (methodology/strategies/tasks) are consistent with the philosophy, standards and goals of the <i>NC Standard Course of Study for Social Studies</i> for the appropriate course/grade level.		
<b>Comments for Part IA:</b>		

**Part IB Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. If two or more items are marked “no” in Part IB, do not complete Parts II, III, and IV.**

	<i>Yes</i>	<i>No</i>
1. Materials reflect unbiased, non-stereotypical, accurate, comprehensive and current social studies research-based information and practices: authors, consultants, and reviewers include professionals with a wide range of experiences and expertise, including persons with secondary classroom experience.		
2. Materials provide a sufficient number of hands-on inquiries, experiences, and authentic tasks in a variety of contexts (e.g., in-school, out of school, group tasks, independent tasks, discussion, reading) that integrate and support the key concepts, factual content, and disciplinary and critical thinking skills of social studies at a developmentally appropriate level.		
3. Material provides access to or demonstrates concepts and factual content in multiple ways, including in writing, verbally, graphically, as well as through the use of maps, charts, illustrations,		

and political cartoons.		
4. Diverse groups and balanced viewpoints of events are comprehensively integrated and avoid stereotypic depictions in terms of race, gender or ability.		
5. Materials are relevant to the diversity of students' lives, interests, abilities, and learning styles and promotes interactive and participatory learning.		
6. Religious references shall be uncensored and included in American history textbooks.		
<b>Comments for Part IB:</b>		

## Part II Pedagogy

A. Specific Criteria	Yes	No
1. Materials ask students to communicate social studies concepts and ideas visually (e.g., maps, charts, graphs), orally and in writing and by explaining, clarifying, and defending their ideas while engaged in discourse with peers and teachers.		
2. Materials require students to gather, organize, interpret, analyze, explain, apply, create, and evaluate information from a variety of sources, primary and secondary.		
3. Materials emphasize the student's awareness of economic and personal financial literacy.		
4. Materials provide the opportunities for the discussion of contemporary and global economic issues.		
5. Materials integrate student assessment in the instructional design.		
6. Materials include assessment tasks or items that measure mastery of concepts, factual content and skills in a variety of formats.		
7. Materials include specific questions or tasks to assist the teacher and student in identifying the concepts, factual content, and skills students have mastered before they begin new material.		
8. Materials include assessment tasks or items that can be used as diagnostic or formative instruments that help determine learners' needs, rather than merely as instruments for grading students at the end of a unit or chapter.		
9. Materials include content that allows students to adequately understand principles of economics and personal finance including those enumerated by the NC General Assembly in Session Law 2019-82 which are: <ul style="list-style-type: none"> <li>• The true cost of credit</li> <li>• Choosing and managing a credit card</li> <li>• Borrowing money for an automobile or other large purchase</li> <li>• Home mortgages</li> <li>• Credit scoring and credit reports.</li> <li>• Planning and paying for postsecondary education</li> <li>• Other relevant financial literacy issues</li> </ul>		

B. Teacher Resources	Yes	No
1. Teacher resources include a summary of material contents.		
2. Teacher resources provide instructional and/or behavioral objectives.		
3. Teacher resources are well organized, easy to use, and comprehensive.		
4. Teacher resources provide for the development, reinforcement, and review of factual content skills, and concepts.		
5. Teacher resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
6. Teacher resources provide suggestions for evaluation, remediation, acceleration, and feedback.		

7. Teacher resources include suggestions for the extension of learning and integration across the curriculum.		
8. Teacher resources provide ancillary materials for student use.		
9. Teacher resources provide supplementary or background information.		
10. Teacher resources include answer key(s)		
<b>Comments for Part II:</b>		

### Part III Accessibility *(if applicable)*

(Note: Digital considerations may refer to software as well as online resources. The criteria presented here are in addition to the criteria listed in previous sections.)

	<i>Yes</i>	<i>No</i>
A. Information retrieval is easy and rapid.		
B. Intuitive icons, menus, and directional symbols are provided that foster independent use.		
C. Graphic design is attractive, colorful, and uncluttered.		
D. Graphic design is not stereotypic or biased and does not contain inaccurate portrayals		
E. All visuals and interactive elements are clearly and accurately labeled.		
F. Appropriate and supportive feedback is provided if applicable.		
G. Options for help and tutorial segments are provided.		
H. Ability to download and save or access content offline.		
I. Save options for games or activities in progress are available when appropriate.		
J. Note-taking feature is available when appropriate.		
K. A record-keeping feature to monitor student progress is available when appropriate.		
L. Teacher has full access to individual student monitoring of activities, assignments, and assessments.		
M. Descriptions of specific hardware requirements for operating the application are provided.		
N. Technical assistance is available and instructions for access are easily understood		
O. Can integrate with various Learning Management Systems (LMS) (Canvas, Google Classroom, etc.)		
P. Functions flawlessly on a variety of platforms at school and home.		
<b>Comments for Part III:</b>		

### Part IV Overall Analysis *(For Textbook Commission Use Only)*

These instructional materials meet the criteria \_\_\_\_ **yes** \_\_\_\_ **no**.

<b>Comments for Part IV: <i>Additional comments for yes or no responses in Parts I, II, III, or IV.</i></b>
---

## SOCIAL STUDIES EDUCATION: EC EVALUATION

SUBJECT \_\_\_\_\_ GRADE \_\_\_\_\_

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_

TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE REGION \_\_\_\_\_

***Check “yes” to indicate the textbook materials meet the criteria or check “no” to indicate the textbook materials do not meet the criteria.***

<b>Appropriateness, Scope, and Resources</b>	<b>Yes</b>	<b>No</b>
1. Content provides for grade appropriate, yet varied cognitive levels, abilities, and learning styles.		
2. Content is relevant, links to prior knowledge, builds background knowledge, and promotes active student engagement.		
3. Materials provide for a variety of exercises, reviews, assessments, and performance tasks, which provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats.		
4. Text and layout are level appropriate, including font, color, spacing legibility, photos, graphics, and captioning.		
5. Materials and supplemental resources include necessary guides such as table of contents, glossary (English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, web sites, literature links, and support agencies etc.		
6. Key concepts, skills, vocabulary are identified, developed, reviewed, and reinforced.		
7. Materials provide adequate teacher resources, which include suggestions for remediation, acceleration, extension of learning, integration, feedback, and review.		
8. Materials include a summary of contents, instruction and/or behavioral objectives, supplemental or background information, and answer keys/rubrics.		
9. Materials are well organized, easy to use, comprehensive, durable and reasonably sized, with sufficient material for student use.		
10. Resources accommodate the needs of all teachers from beginning through veteran teachers.		
11. Technology meets criteria for accuracy, appropriateness, and scope. It is easy to navigate, visually appealing, and includes a Save/Record feature; if applicable.		

**Keeping in mind the needs of EC students and their teachers, please give specifics to support both the yes and no responses.**

**Comments for yes and no responses:**



## SOCIAL STUDIES: EL EVALUATION

SUBJECT \_\_\_\_\_ GRADE \_\_\_\_\_

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_

TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

*Answer **yes** to indicate the textbook materials **meet the criteria** or **no** to indicate the textbook materials **do not meet the criteria**.*

Appropriateness, Scope, and Resources	Yes	No
1. Content and materials are grade-appropriate and represent a wide range of cultural and linguistic backgrounds, real-life connections (e.g., objects, models, representations, multimodal texts), and represent the integration of content and language by illustrating explicit and specific content-language connections.		
2. Materials provide for the integration of a multimodal and functional approach to language instruction including interpretative (listening, reading, and viewing) and expressive (speaking, writing, and representing) modes of communication.		
3. Materials include instructional activities and strategies that offer multiple means to opportunities for students to narrate, inform, explain, and argue.		
4. Materials represent an asset-based approach, leverage a wide range of cultural and linguistic backgrounds.		
5. Content is relevant, addresses a variety of cultural aspects, links to prior knowledge, builds background knowledge, and promotes active student engagement.		
6. Materials provide access to grade-level content, systematically include scaffolding that builds student autonomy and supports students to progress from one proficiency level to the next and are linguistically and developmentally appropriate. (e.g., including sentence frames, word banks, etc.).		
7. Materials provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats (e.g., including the use of the student's first language).		
8. Text and layout are age/proficiency/grade-level appropriate, including font, color, spacing legibility, photos, graphics, and captioning.		

9. Material includes necessary guides such as a table of contents, glossary (e.g., English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, websites, literature links, and support agencies, etc.		
10. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced.		
11. Materials provide adequate teacher resources, which include suggestions for acceleration, extension of learning, integration, feedback, and/or review specific to English Learners.		
12. Materials include a summary of contents, instructional objectives, and answer keys/rubrics.		
13. Materials are well organized, easy to use, comprehensive, durable and reasonably sized.		
14. Resources accommodate the EL Support needs of beginning through veteran teachers. Resources also provide information and opportunities for both content teachers and language teachers, to increase their own understanding of the concepts specific to ELD Standard 5: Language for Social Studies.		
15. Technology is easy to navigate, visually appealing, and ideally includes technology for assistive purposes (e.g., dictionaries, glossaries, screen readers, Save/Record features, etc.) and for supporting expression and communication.		

**Keeping in mind the linguistic needs of EL students and their teachers, please give specifics to support both the yes and no responses.**

**Comments for yes and no responses:**