<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 – 9:10</td>
<td>Call to Order and Welcome Roll Call Approval of Minutes Meeting Norms</td>
</tr>
<tr>
<td>9:10 – 9:30</td>
<td>Ethics Training</td>
</tr>
<tr>
<td>9:40 – 10:10</td>
<td>K-12 English Language Development Overview and Criteria Training</td>
</tr>
<tr>
<td>10:10 – 10:50</td>
<td>K-12 Social Studies Overview and Criteria Training</td>
</tr>
<tr>
<td>10:50 – 11:20</td>
<td>EC and EL Overview and Criteria Training</td>
</tr>
<tr>
<td>11:20 – 11:40</td>
<td>Evaluation Platform Demonstration</td>
</tr>
<tr>
<td>11:40 – 11:50</td>
<td>Draft Timeline</td>
</tr>
<tr>
<td>11:50 – 12:00</td>
<td>Next Steps Closing</td>
</tr>
</tbody>
</table>
Meeting Norms

• **Be ready**
  – Ensure that your equipment is working
  – Join the meeting early to be sure you are connected appropriately

• **Mute yourself if you are not talking**
  – Prevent background noise

• **Be present**
  – Avoid texting and emailing during the meeting

• **Participate**
  – Identify yourself when you speak
  – Comment and ask questions
Ethics Training

Presented by:
Tim Hoegemeyer
General Counsel
LEGAL OVERVIEW:
Public Records,
Open Meetings, and
Commission Member Conduct

Tim Hoegemeyer
Deputy General Counsel
State Board of Education/Department of Public Instruction
Overview

• Public Records
• Open Meetings
• Commission Member Conduct
PUBLIC RECORDS

G.S. 132
Definition

"Public record" or "public records" = all...

- documents
- papers
- letters
- maps
- books
- photographs
- films
- sound recordings
- magnetic or other tapes
- electronic data-processing records
- artifacts, or
- other documentary material regardless of physical form or characteristics (e.g., email)

made or received in connection with the transaction of public business by any agency of North Carolina government or its subdivisions.
More examples...

Examples of public records are email, email attachments, and text messages that contain:

• Policies or directives
• Final drafts or reports and recommendations
• Correspondence and memos related to official business
• Work schedules and assignments
• Meeting agendas or minutes
• Any document or message that initiates, facilitates, authorizes, or completes a business transaction
• Messages that create a precedent, such as issuing instructions or advice
In sum...

Any …

• documented/recorded communications
  • (letters, handouts, emails, texts, including attachments and meta data)
• sent or received
• in the transaction of public business

…are public records.
What Isn’t “public” (general)?

- Written communications from an attorney to any public board, council, or other governmental body that fall within the attorney-client privilege
- Tax records
- Trade secrets, if properly submitted to a government entity
- Information that reveals an account number for electronic payment
- Settlement documents in medical malpractice actions against a hospital
- Information technology security features (passwords, security standards, procedures, processes, configurations, software, and codes)
- Criminal investigative records
- Medical records
- Anything other than basic personnel information
What Isn’t “public” (general)?

- Written communications from an attorney to any public board, council, or other governmental body that fall within the attorney-client privilege
- Tax records
- Trade secrets, if properly submitted to a government entity
- Information that reveals an account number for electronic payment
- Settlement documents in medical malpractice actions against a hospital
- Information technology security features (passwords, security standards, procedures, processes, configurations, software, and codes)
- Criminal investigative records
- Medical records
- Anything other than basic personnel information
What isn’t public (for schools)?

- Student files and other education records
- Former student records
- Student PII
- Mediation records for children with disabilities
- Student records derived from contractors
- Juvenile court records
- Special education records
- Criminal history checks
- Certain Information in an Employee Personnel File
- Licensure investigation files
- Emergency Response Plans
In sum…

Rule of thumb: If it …

• Doesn’t have to do with public business,
• Has to do with an investigation, personnel matter, or advice from an attorney, or
• It has to do with a student,

…it is likely not a public record.
Who can access public records, When, and How?

• Any person
  • We do not have to know who is requesting records or why
• At reasonable times under reasonable supervision
• In any media (format) available
Protocols for Public Records Requests

- Forward request to DPI Communications
- Communications directs to the appropriate DPI staff member(s).
- Request for email archives and other relevant documents
- Request is fulfilled in a reasonable time and manner
Considerations

- Verbal Information

- Commingled (Public/Nonpublic) Records

- Creating Records
  - We don’t have to
  - Think before you do
Considerations, cont.

➢ If you have any questions, consult an attorney before releasing a document.
OPEN MEETINGS

G.S. 143-318.9, *et seq.*
Open meetings

- A meeting is open to the public if a “public body” meets.
- A public body is defined broadly as any:
  - Authority
  - Board
  - Commission
  - Committee
  - Council
  - Other body of state or local government
Open meetings

• A meeting is open to the public if a “public body” meets.

• A public body is defined broadly as any:
  • Authority
  • Board
  • Commission
  • Committee
  • Council
  • Other body of state or local government
Who Must Follow Open Meetings Laws?

• The State Board of Education, its committees, CSAB
• Other examples within DPI are:
  • Professional Educator Preparation & Standards Commission
  • Textbook Commission
Which Meetings?

• All official meetings where a majority of the members are gathered
  • As long as the purpose of the meeting is to execute one of five functions:
    • legislative
    • policy-making
    • quasi-judicial
    • administrative
    • advisory

• Does not matter when, where, or how the meeting is held
What should we be doing?

• Public notice is required.
  • Purpose
  • Time, date, location
  • Required length for notice depends on type of meeting
    • Regular
    • Special
    • Emergency

• Minutes of the meetings must be kept and available to the public.
  • Written minutes
  • Webinar recordings
  • Must reflect what happened
Closed Session

• Procedures
  • Only during official meeting, after public body makes motion and gives reason

• Applies to
  • Confidential records (e.g. student)
  • Attorney Client privileged matters
  • Certain contract-related matters
  • Specific personnel matters
Remedies

- Injunction
- Invalidation
Resources

Online:

• www.ncdoj.com
  – NC Department of Justice (primers on open government laws)

• www.elon.edu/e-web/academics/communications/ncopengov/
  – NC Open Government Coalition, a group of organizations interested in promoting public access to government

• www.sunshineweek.org
  – More info about open access to government
Resources

Print:
Institute of Government Publications:

• *Open Meetings and Local Governments in North Carolina: Some Questions and Answers* – *Eighth Edition* by Fryada Bluestein & David Lawrence

• *Public Records Law for North Carolina Local Governments* 
  • by David Lawrence
Ethics and Conduct
Conflict of Interest Policy

Policy: SBE/DPI Operation SBOP-026


Applies to all members of SBE’s:

- Advisory Boards
- Committees
- Commissions
- Councils
Conflict of Interest Policy

• Members are required to comply with applicable laws, regulations and policies. When the application of a law, regulation or policy is uncertain, the guidance and advice of the SBE’s legal counsel should be sought.

• Members of the respective Commission have a fiduciary obligation to the Commission and to the SBE.
Conflict of Interest Policy

• Members shall not use their position for financial gain, whether direct or indirect, for themselves or their families during their term in connection with service to the SBE.

• Activities that may create a conflict of interest are prohibited. Circumstances that create the appearance of a conflict of interest are to be avoided.
Conflict of Interest Policy

- The Commission is to be strictly nonpartisan.
  - The Commission, as a whole, shall not support or take a position with respect to any legislative or political matters.
- Any conflict of interest, potential conflict of interest, or the appearance of a conflict of interest shall be reported to the Chair of the respective board/commission immediately.
Violations of Conflict-of-Interest Policy may result in suspension or removal from membership of the Commission, as determined by the SBE.
“Commission members are reminded that it is our duty to avoid conflicts of interest and the appearance of conflicts of interest as we handle the work of this Commission. Does any member of the Commission know of any conflict of interest or any appearance of conflict with respect to any matters coming before us at this meeting? If so, please state them for the record. If during the course of the meeting you become aware of an actual or apparent conflict of interest, please bring the matter to the attention of the chair. It will then be your duty to abstain from participating in discussion on the matter and from voting on the matter.”
Standards of Conduct Policy

Policy: SBE/DPI Operation SBOP-004


Applies to all members of SBE:
- SBE
- DPI
- CSAB
- Other committees, commissions, councils
Standards of Conduct Policy

Conduct:

• Highest standards of personal integrity, truthfulness, honesty and fortitude to inspire public confidence and trust in NC schools

• Avoid any action or activity that is in conflict, or may appear to be in conflict, with the responsibility always to act for the best educational interests of children.
Standards of Conduct Policy

• Not solicit or accept, directly or indirectly, meals, travel, lodging, any other items of value, any favor or reward, or any promise of favor or reward from any person, group, association, organization or corporation that:
  • provides, or may reasonably be expected to provide, any service or any equipment, books, supplies, materials or other products to the Department of Public Education or local school boards;
  • has, or reasonably may be expected to seek, any contract, business or financial relationship with the Department of Public Instruction or local school boards; or
  • is subject to regulation or control by the Department of Public Instruction.
Standards of Conduct Policy

The policy does not prohibit:

- Meals, travel, lodging or gifts provided solely because of a family relationship
- Acceptance of certain awards or honors
- Reasonable compensation for approved secondary / dual employment
Standards of Conduct Policy

The policy does not prohibit:

• Meals, travel, lodging or gifts for meetings sponsored by organizations existing primarily for the purpose of improving education if the meeting or seminar is consistent with the purposes of these Standards.

• Primary consideration shall be given to the purpose of the meeting or seminar and extent to which the meeting or seminar will aid the person in performing his duties.

• *But remember:* One can’t accept items of value from groups trying to do business with DPI
Additional Resources

• Ethics Liaison: Tim Hoegemeyer (Deputy General Counsel – DPI/State Board of Education)
• North Carolina Ethics Commission
  • Advisory Opinions
• State Government Ethics Act – N.C.G.S. §138A
• Other statutes:
  • Bribery
  • Benefits from public contracts
  • Gifts / Favors
Questions?
Operations Manual & Textbook Evaluation Process

Presented by:
Dr. Carmella Fair
Instructional Resource Consultant
Digital Teaching and and Learning
# Table of Contents

- Rules of Procedure 1
- Responsibilities of Publishers for Bid Submissions 6
- Contact with Publishers 7
- Use of Textbook Samples 8
- Recommendations to the State Board of Education 9
- Public School Laws: §115C-85 through §115C-102 10
- NC SBE Policies: SBOP-004, TEXT-000 through TEXT-008 16
Operations Manual
Rules of Procedure - Highlights

• Quorum
• Chair/Co-Chair
• Voting
• Meetings
Publishers are responsible for:

- Determining grade levels/courses of materials
- Labeling submissions using guidelines in the Invitation
- Providing correlations
Publishers should not make contact to influence or attempt to influence the evaluation and adoption of textbooks or programs.
From the date the Invitation is approved and issued until the day after evaluation sessions with advisors, the following is prohibited anywhere in North Carolina:

- Sampling
- Initiating a piloting
- Any other form of promotion of textbooks/programs under consideration for adoption.
• General Statutes cover several topics including details about the appointment of Textbook Commissioners and the evaluation of textbooks.

• SBE policies include guidance on various aspects of textbooks including evaluation criteria and evaluation advisors.
# Operations Manual

## General Statutes - Highlights

### North Carolina General Statutes

<table>
<thead>
<tr>
<th>Textbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENERAL STATUTE</strong></td>
</tr>
<tr>
<td>§ 115C-85.</td>
</tr>
<tr>
<td><a href="#">HTML</a></td>
</tr>
<tr>
<td>§ 115C-86.</td>
</tr>
<tr>
<td><a href="#">HTML</a></td>
</tr>
<tr>
<td><a href="#">HTML</a></td>
</tr>
<tr>
<td>§ 115C-88.</td>
</tr>
<tr>
<td><a href="#">HTML</a></td>
</tr>
<tr>
<td>§ 115C-89.</td>
</tr>
<tr>
<td><a href="#">HTML</a></td>
</tr>
<tr>
<td>§ 115C-90.</td>
</tr>
<tr>
<td><a href="#">HTML</a></td>
</tr>
<tr>
<td>§ 115C-91.</td>
</tr>
<tr>
<td><a href="#">HTML</a></td>
</tr>
<tr>
<td><a href="#">HTML</a></td>
</tr>
<tr>
<td>§ 115C-93.</td>
</tr>
<tr>
<td><a href="#">HTML</a></td>
</tr>
<tr>
<td>§ 115C-94.</td>
</tr>
<tr>
<td><a href="#">HTML</a></td>
</tr>
<tr>
<td>§ 115C-95.</td>
</tr>
<tr>
<td><a href="#">HTML</a></td>
</tr>
<tr>
<td>§ 115C-96.</td>
</tr>
<tr>
<td><a href="#">HTML</a></td>
</tr>
<tr>
<td>§ 115C-97.</td>
</tr>
<tr>
<td><a href="#">HTML</a></td>
</tr>
<tr>
<td>§ 115C-98.</td>
</tr>
<tr>
<td><a href="#">HTML</a></td>
</tr>
<tr>
<td><a href="#">HTML</a></td>
</tr>
<tr>
<td>§ 115C-100.</td>
</tr>
<tr>
<td><a href="#">HTML</a></td>
</tr>
<tr>
<td>§ 115C-101.</td>
</tr>
<tr>
<td><a href="#">HTML</a></td>
</tr>
<tr>
<td>§ 115C-102.</td>
</tr>
<tr>
<td><a href="#">HTML</a></td>
</tr>
</tbody>
</table>
State Board of Education (SBE) Policies — Textbooks (TEXT)

<table>
<thead>
<tr>
<th>CODE</th>
<th>POLICY TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEXT-000</td>
<td>Textbook Adoption</td>
</tr>
<tr>
<td>TEXT-001</td>
<td>Textbook Evaluation Criteria and Invitation to Submit</td>
</tr>
<tr>
<td>TEXT-002</td>
<td>Textbook Evaluation Advisors</td>
</tr>
<tr>
<td>TEXT-003</td>
<td>Textbook Commission</td>
</tr>
<tr>
<td>TEXT-004</td>
<td>Textbook Contracts</td>
</tr>
<tr>
<td>TEXT-005</td>
<td>Disposition of Old Textbooks</td>
</tr>
<tr>
<td>TEXT-006</td>
<td>Textbook Publishers Registry</td>
</tr>
<tr>
<td>TEXT-008</td>
<td>Selection of American History Textbooks</td>
</tr>
</tbody>
</table>
Self-Reflection

• How familiar am I with the rules of order?

• How can I gain a better understanding of the guidelines for textbook evaluation?

• What is the importance of the General Statutes and State Board of Education policies in my role as a commissioner?

• Is there anything I don’t understand enough to move forward in my role?

  • If so, how can I get clarification?
Textbook Evaluation Process

Presented by:
Dr. Carmella Fair
Instructional Resource Consultant
Digital Teaching and Learning
Textbook Evaluation

1. Bid samples submitted by publishers
2. Commissioners review bid samples to prepare for evaluation week
3. Commissioners select teachers to serve as Textbook Evaluation Advisors
4. Commissioners supervise advisors for the review and evaluation of bid materials
5. Commissioners hold debriefing meetings with advisors
6. Commissioners evaluate bid materials individually
7. Commissioners deliberate and formulate a list of recommended textbooks
2022 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina

Table of Contents

Introduction and Requirements ...................................................... 1
Materials to be Considered ............................................................. 2
Textbook Evaluation Advisors ....................................................... 3
Content Areas for English Language Development (ELD) .................. 4
Content Areas for Social Studies ................................................... 5
Tentative Schedule for the 2022 Adoption Process ......................... 6
Bid Proposal Information ............................................................... 9
Bid Sample Information ............................................................... 12
Evaluation, Deliberation and Reconsideration ............................... 16
Textbook Recommendations and Contract Requirements ................ 22
Sampling Promotion of Textbooks /Programs ................................. 24
Publisher Contact with SBE and Textbook Commission .................... 25
Errors in Textbooks ..................................................................... 26
Content Area Standards Overview (English Language Development) 27
Textbook Materials Review Criteria Sheets (English Language Development) .................. 31
Content Area Standards Overview (Social Studies) ......................... 48
Textbook Materials Review Criteria Sheets (Social Studies) ............... 49
Blackout Period
SBE, DPI, Textbook Commission

At no time during the adoption process may the Commission or any of its members meet privately with any publishers’ representatives.

- from the time the State Board approves the Invitation
- until the State Board adopts the list of textbooks
Blackout Period Sampling promotion

No sampling or promotion of textbooks or programs under consideration for adoption by the Textbook Commission and State Board of Education shall be made:

• From the date the State Board approves and issues the 2022 Invitation
• Until the day after the Textbook Commission’s evaluation sessions with the Textbook Advisors.
Blackout Period Sampling promotion

- Promotion shall include displays at conferences, sponsored workshops/seminars, or other similar activities in North Carolina at which materials under consideration are discussed.
INTRODUCTION AND REQUIREMENTS

The 2022 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina, the annual evaluation and adoption of textbooks is conducted by the North Carolina State Board of Education to adopt textbooks as specified by the General Statutes of North Carolina. Only publishers whose textbooks are submitted to the NC Publishers Registry are allowed to submit textbooks in response to the Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina. The entire Invitation document must be returned with your bid submission.

Authority for the North Carolina State Board of Education to adopt textbooks is codified in the General Statutes of North Carolina and is contained in the Textbook Commission Act. Only publishers whose textbooks are submitted to the NC Publishers Registry are allowed to submit textbooks in response to the Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina. The entire Invitation document must be returned with your bid submission.

The 2022 textbook evaluation will include the subject grade levels/courses listed on page 4 of the cost proposal spreadsheet (see Attachment 4 for a sample), publishers must submit the textbook to be evaluated by title, grade level/course, and ISBN.

As cited in GS 115C-85, textbooks are defined as:

"...systematically organized material comprehensive enough to cover the primary outlined in the standard course of study for a grade or course. Formats for textbook print or non-print, including hardbound books, softbound books, activity-oriented classroom kits, and technology-based programs that require the use of electronic in order to be used in the learning process."

Technology-based programs may include subscription or web-based materials.

Submission Parameters

1. Textbook materials must be submitted for any grade level/course the publisher deems appropriate. Cost proposal spreadsheets must clearly state each grade level/course the publisher deems appropriate.
2. Publishers must clearly specify the grade levels/courses for any submitted material prior to submission.
3. Textbook materials will only be evaluated for the grade levels/courses specified by the publisher.
4. It is the responsibility of the publisher to ensure that each submission is correctly identified. Publishers shall provide sample textbook materials across the grade levels/courses specified by the publisher.

TENTATIVE SCHEDULE FOR 2022 ADOPTION PROCESS

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 16, 2022</td>
<td>Textbook Commission Planning Meeting - The meeting provides ethics and initial training for Commission members. This meeting is virtual only. Meeting link: <a href="https://bit.ly/2022Invitation">https://bit.ly/2022Invitation</a></td>
</tr>
<tr>
<td>March 2, 2022</td>
<td>Presentation to the State Board of Education (SBE) - The Department of Public Instruction (DPI) presents a review of the textbook adoption process and a draft of the 2022 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina. Item is presented as Action on First Reading.</td>
</tr>
<tr>
<td>March 3, 2022</td>
<td>Proposed SBE Approval of the 2022 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina.</td>
</tr>
<tr>
<td>March 4, 2022</td>
<td>Invitation Announcement - DPI emails publishers and producers who are on the NC Publishers’ Registry the 2022 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina. Website: <a href="https://www.dpi.nc.gov/districts-schools/district-operations/textbook-adoption">https://www.dpi.nc.gov/districts-schools/district-operations/textbook-adoption</a></td>
</tr>
<tr>
<td>March 11, 2022</td>
<td>Meeting for Publishers - All publishers on the NC Publishers’ Registry are invited to attend a virtual meeting for publishers from 1:00 p.m. to 2:00 p.m. Publishers submitting bids are strongly encouraged to attend. This meeting is virtual only. Meeting link: <a href="https://bit.ly/2022Invitation">https://bit.ly/2022Invitation</a></td>
</tr>
<tr>
<td>March 15, 2022</td>
<td>Textbook Commission Content Meeting - Textbook Commission members review content standards and criteria. Location: TBD The meeting may be virtual if conditions at the time are not conducive to safe social distancing in person. Updates about which option is needed will be provided at a later date.</td>
</tr>
<tr>
<td>March 21, 2022</td>
<td>Publisher deadline for submitting written questions regarding the 2022 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina is March 21, 2022, 2:00 p.m. (EST). All questions must be written and submitted to Kyna Brands, Procurement Office, <a href="mailto:kyna.brands@dpi.nc.gov">kyna.brands@dpi.nc.gov</a>, by 2:00 p.m. (EST) March 21, 2022.</td>
</tr>
<tr>
<td>March 29, 2022</td>
<td>All responses to publisher questions will be answered and distributed to publishers.</td>
</tr>
<tr>
<td>March 31, 2022</td>
<td>Each bid proposal submission requires an identification number issued by NCDPI. Interested publishers must send an email request to <a href="mailto:testtextbooks@dpi.nc.gov">testtextbooks@dpi.nc.gov</a> with the subject line, “Request for Identification Number(s).” Publishers who send this email request will receive access to a bid identification number request form and the cost proposal form. The request form will require the total number of identification numbers needed and the names and email addresses of contacts who have the authority to submit the electronic bid proposal and bid sample materials. Requests for bid identification numbers must be received between March 11th – March 31st.</td>
</tr>
</tbody>
</table>

BID PROPOSAL INFORMATION

Electronic Proposals: Limited electronically through the NC site for publishers and hard copy in the form which hard copies of bids are submitted shall include the publisher’s name and address on the outside, “"Textbook Bid:” All pages of the cost proposal shall be included in the submissions (electronic and hard copies). One copy of each page will be required for electronic and hard copy submissions.

The signed original of the completed Bid Proposal. The entire 2022 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina solicitation documents are returned with your bid proposal, including these completed documents:

A transmittal letter

Authority to Submit Bids for Textbooks (Attachment 3)

The completed cost proposal spreadsheet with the costs.

A USB flash drive with the hard copy submission. Files on the flash drive shall be password-protected and shall be capable of being copied to other media include Word and/or Microsoft Excel and must include the following:

A signed, original copy of the Bid Proposal

The cost proposal spreadsheet with the costs included. This file should be an Excel spreadsheet.

The cost proposal spreadsheet without the costs. This file should be an Excel spreadsheet.

A current catalog (and/or electronic access) that includes details about the submission.

Permissions:

Note that the US Postal Service does not deliver any mail (US Postal Express, Priority, Overnight, etc.) on a set delivery schedule to this office. It is the responsibility of the publisher to have the bid in this office by the specified time and date.

KEY INFORMATION:

Submission to Submit Textbooks for Evaluation and Adoption in North Carolina

Department of Public Instruction

Carmella Fair, Digital Teaching and Learning

Wilmington Street

NC 27601
2022 Invitation - Highlights

English Language Development

Social Studies

Instructional Materials Review Criteria Sheet – English Language Development (K-5)

INSTRUCTIONAL MATERIALS TITLE ____________ BID NO. ___________
PUBLISHER ____________ COPYRIGHT DATE ____________
AUTHORS( ) ____________ ISBN ____________
ADVISOR ____________

TEXTBOOK COMMISSION MEMBER ____________ MEMBER’S SBE DISTRICT ____________

CONTENT AREAS FOR THE 2022 INVITATION

English Language Development

English Language Development Standards

The NC ELD Standard Course of Study

Grade K English Language Development
Grade 1 English Language Development
Grade 2 English Language Development
Grade 3 English Language Development
Grade 4 English Language Development
Grade 5 English Language Development
Grade 6 English Language Development
Grade 7 English Language Development
Grade 8 English Language Development
Grade 9 English Language Development
Grade 10 English Language Development
Grade 11 English Language Development
Grade 12 English Language Development

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

INSTRUCTIONAL MATERIALS TITLE ____________ BID NO. ____________
PUBLISHER ____________ COPYRIGHT DATE ____________
AUTHORS( ) ____________ ISBN ____________
ADVISOR ____________

TEXTBOOK COMMISSION MEMBER ____________ MEMBER’S SBE DISTRICT ____________

CONTENT AREAS FOR THE 2022 INVITATION

Social Studies

Social Studies K-12 standards may be seen at
https://www.dpi.nc.gov/standards/socialstudies

Grade K Social Studies
Grade 1 Social Studies
Grade 2 Social Studies
Grade 3 Social Studies
Grade 4 Social Studies
Grade 5 Social Studies
Grade 6 Social Studies
Grade 7 Social Studies
Grade 8 Social Studies

Part 1A: 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. Include one item marked “no” in Part 1A, do not complete Parts B, C, D, and E.

Part 1B: 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 1B, do not complete Parts B, C, D, and E.

Item A: Materials present major concepts, processes, and skills that support mathematical proficiency at a minimum of 80% of the target level.

Item B: Materials offer a variety of instructionally appropriate opportunities for students to demonstrate understanding and proficiency in mathematics at a minimum of 80% of the target level.

Item C: Materials include teacher resources and instructional activities that support all students, including those with disabilities.

Item D: Materials provide opportunities for students to engage in problem-solving experiences that incorporate multiple content areas.

Item E: Materials provide opportunities for students to engage in critical thinking experiences that incorporate multiple content areas.

Item F: Materials provide opportunities for students to engage in creative thinking experiences that incorporate multiple content areas.

Item G: Materials provide opportunities for students to engage in reflective thinking experiences that incorporate multiple content areas.

Item H: Materials provide opportunities for students to engage in collaborative thinking experiences that incorporate multiple content areas.

Item I: Materials provide opportunities for students to engage in evaluative thinking experiences that incorporate multiple content areas.

Item J: Materials provide opportunities for students to engage in self-regulated thinking experiences that incorporate multiple content areas.

Item K: Materials provide opportunities for students to engage in metacognitive thinking experiences that incorporate multiple content areas.

Item L: Materials provide opportunities for students to engage in decision-making thinking experiences that incorporate multiple content areas.

Item M: Materials provide opportunities for students to engage in risk-taking thinking experiences that incorporate multiple content areas.

Item N: Materials provide opportunities for students to engage in analogical thinking experiences that incorporate multiple content areas.

Item O: Materials provide opportunities for students to engage in iconic thinking experiences that incorporate multiple content areas.

Item P: Materials provide opportunities for students to engage in relational thinking experiences that incorporate multiple content areas.

Item Q: Materials provide opportunities for students to engage in visual thinking experiences that incorporate multiple content areas.

Item R: Materials provide opportunities for students to engage in spatial thinking experiences that incorporate multiple content areas.

Item S: Materials provide opportunities for students to engage in auditory thinking experiences that incorporate multiple content areas.

Item T: Materials provide opportunities for students to engage in kinesthetic thinking experiences that incorporate multiple content areas.

Item U: Materials provide opportunities for students to engage in tactile thinking experiences that incorporate multiple content areas.

Item V: Materials provide opportunities for students to engage in olfactory thinking experiences that incorporate multiple content areas.

Item W: Materials provide opportunities for students to engage in gustatory thinking experiences that incorporate multiple content areas.

Item X: Materials provide opportunities for students to engage in sensory thinking experiences that incorporate multiple content areas.

Item Y: Materials provide opportunities for students to engage in multi-sensory thinking experiences that incorporate multiple content areas.
2022 Invitation - Highlights

Information is provided for evaluation sessions and the Textbook Commission’s deliberations and reconsiderations meeting for in person and virtual.

These meetings may be virtual if conditions at the time are not conducive to safe social distancing in person. Guidelines are provided for in person and virtual meeting requirements. Updates about which option is needed will be provided at a later date.

<table>
<thead>
<tr>
<th>In Person Meeting</th>
<th>Virtual Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluation Displays (Required)</strong></td>
<td></td>
</tr>
<tr>
<td>Publishers must set up textbook materials and hardware at the evaluation location and must check in at the textbook evaluation registration area.</td>
<td></td>
</tr>
<tr>
<td>Publishers, not hotel personnel, are responsible for having materials and hardware on site and set up between 9:00 a.m. until 12:00 p.m. (noon) (EST) on Sunday, June 12th. Prior arrangements must be made with hotel management before any shipments will be accepted by the hotel. No shipments may be sent more than three days prior to June 12th.</td>
<td></td>
</tr>
<tr>
<td>Ornamental displays are not allowed due to limited space. The materials should be easily located and displayed on tabletops only. Items may be used if the banner includes company name only. Only bid materials may be displayed – no catalogs, price lists, or address information may be included on the display table.</td>
<td></td>
</tr>
<tr>
<td>Publishers are responsible for labeling all items and access information lists on display with the appropriate bid number. Publishers who do not have materials and hardware set up and checked in by a Textbook Commission member may be disqualified.</td>
<td></td>
</tr>
<tr>
<td>The North Carolina Department of Public Instruction and the Textbook Commission shall provide space to display submitted materials. Tables will be assigned.</td>
<td></td>
</tr>
<tr>
<td>Each publisher participating in the evaluation and adoption process shall provide and set up:</td>
<td></td>
</tr>
<tr>
<td>1. Two copies of all materials that are listed on the cost proposal spreadsheet. If multiple items are part of a bid submission and an item is not available for review, that item will be omitted from the evaluation process, and it will be deleted from the cost proposal spreadsheet. If the omitted item is deemed substantial, the entire bid submission will be disqualified by the Textbook Commission.</td>
<td></td>
</tr>
<tr>
<td>2. Contact information for technical and navigation support during the time of evaluation by the Textbook Commissioners and Textbook Evaluation Advisors.</td>
<td></td>
</tr>
<tr>
<td>3. Appropriations are required. If correlations are not available, materials may be disqualified. If multiple items are part of a bid</td>
<td></td>
</tr>
</tbody>
</table>
Questions
English Language Development Overview & Criteria

March 28, 2022

ESL/Title III Team
NCDPI ESL/Title III Team

Ivanna Mann Thrower Anderson
ESL/Title III Consultant (EL Program Quality - West)
ivanna.anderson@dpi.nc.gov

Marshall Foster
ESL/Title III Consultant (EL Program Compliance)
marshall.foster@dpi.nc.gov

Xatli Stox
ESL/Title III Consultant (EL Program Quality - East)
xatli.stox@dpi.nc.gov

Susan Walz
ESL/Title III Consultant (EL Data Collection, Reporting, & PowerSchool)
susan.walz@dpi.nc.gov

Teresa Parker
Administrative Assistant for ELA & Languages
teresa.parker@dpi.nc.gov

Stacy Daniel, Ed.D.
Section Chief for ELA & Languages
stacy.daniel@dpi.nc.gov
OBJECTIVES

OVERVIEW
Provide an Overview of the ELD Standards

CRITERIA
Explain Textbook Criteria Sheets
Overview

English Language Development (ELD) Standards
ELD SCOS Big Ideas

1. Equity of Opportunity and Access;
2. Integration of Content and Language;
3. Collaboration Among Stakeholders; and
# High-Level Overview

<table>
<thead>
<tr>
<th>2012</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Revision</td>
<td>The WIDA Can-Do Philosophy and the Five ELD Standards Statements</td>
</tr>
<tr>
<td>Language Domains: Listening, Speaking, Reading, Writing</td>
<td>Interpretive (Listening, Reading, Viewing) and Expressive</td>
</tr>
<tr>
<td></td>
<td>(Speaking, Writing, Representing) Modes of Communication</td>
</tr>
<tr>
<td>Language Supports through Level 4</td>
<td>Multimodal communication infused throughout the document</td>
</tr>
<tr>
<td>Functional View of Language: Wide Range of Language Functions within Model Performance Indicators</td>
<td>Functional View of Language: Key Language Uses (Narrate, Inform, Explain, Argue), the organizing frame for the standards statements, gain specificity in Language Expectations with supporting Language Functions and Features</td>
</tr>
<tr>
<td>K-12 Performance Definitions for Receptive and Productive Language address three dimensions— discourse, sentence, and word/ phrase—within a sociocultural context</td>
<td>Grade-level Cluster Proficiency Level Descriptors (K, 1, 2-3, 4-5, 6-8, &amp; 9-12) for interpretive and expressive modes are aligned to the 2012 K-12 Performance Definitions and address three dimensions of language—discourse, sentence, and word/phrase—within a sociocultural context</td>
</tr>
<tr>
<td>Content Connections to Academic Content Standards along with content topics in strands of Model Performance Indicators</td>
<td>Concepts derived from Academic Content Standards and Disciplinary Practices tied to Language Expectations</td>
</tr>
</tbody>
</table>
The 5 ELD Standards:
1) Language for Social and Instructional Purposes
2) Language for Language Arts
3) Language for Mathematics
4) Language for Science
5) Language for Social Studies
## Modes of Communication

**ELD Standard 4: Language for Science** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.

<table>
<thead>
<tr>
<th>ELD-SC.K.Inform.Interpretive</th>
<th>Interpret scientific informational texts by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Determining what text is about</td>
<td></td>
</tr>
<tr>
<td>● Defining or classifying a concept or entity</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELD-SC.K.Inform.Expressive</th>
<th>Construct scientific informational texts that:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Introduce others to a topic or entity</td>
<td></td>
</tr>
<tr>
<td>● Provide details about an entity</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELD-SC.K.Explain.Interpretive</th>
<th>Interpret scientific explanations by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Defining investigable questions or simple design problems based on observations and data about a phenomenon</td>
<td></td>
</tr>
<tr>
<td>● Using information from observations to find patterns and to explain how or why a phenomenon occurs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELD-SC.K.Explain.Expressive</th>
<th>Construct scientific explanations that:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Describe information from observations about a phenomenon</td>
<td></td>
</tr>
<tr>
<td>● Relate how a series of events causes something to happen</td>
<td></td>
</tr>
<tr>
<td>● Compare multiple solutions to a problem</td>
<td></td>
</tr>
</tbody>
</table>
Key Language Uses

- **Narrate**: language to convey real or imaginary experiences through stories and histories (e.g., instruct, entertain, teach, or support argumentation)
- **Inform**: language to provide factual information (e.g., define, describe, compare, contrast, organize, etc.
- **Explain**: language to give an account for how things work or why things happen (e.g., substantiate the inner workings of natural, man-made, and social phenomena)
- **Argue**: language to justify claims using evidence and reasoning. (e.g., advance or defend an idea or solution, change the audience’s point of view, bring about action, or accept a position or evaluation of an issue.)
ELD Standard 2: Language for Language Arts

*English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.*

**ELD-LA.6-8. Narrate Interpretive**
Interpret language arts narratives by:
- Identifying a theme or central idea that develops over the course of a text
- Analyzing how character attributes and actions develop in relation to events or dialogue
- Evaluating impact of specific word choices about meaning and tone
# Grade-Level Cluster Proficiency Descriptors

## Grade 1 Proficiency Level Descriptors (PLDs) for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, English learners will...

<table>
<thead>
<tr>
<th>Criteria</th>
<th>End of Level 1</th>
<th>End of Level 2</th>
<th>End of Level 3</th>
<th>End of Level 4</th>
<th>End of Level 5</th>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DISCOURSE</strong> Organization of Language</td>
<td>Create coherent texts (spoken, written, multimodal)</td>
<td>short sentences linked by topic to convey an emerging sense of purpose (to inform, explain, argue, narrate)</td>
<td>sentences that convey intended purpose with emerging organizational patterns (topic sentence, supporting details)</td>
<td>short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: first, and then, then)</td>
<td>expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion) with a variety of paragraph openers</td>
<td>text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text (the first reason, the second reason, the evidence is...)</td>
</tr>
<tr>
<td>DISCOURSE Cohesion of Language</td>
<td>Patterned language with repetitive phrases and sentences <strong>The big, hungry bear...</strong></td>
<td>few frequently used cohesive devices (repetition: The tiger... The tiger...)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DISCOURSE Cohesion of Language</td>
<td>Connect ideas across a whole text through...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>some frequently used cohesive devices (repetition, demonstratives)</td>
<td>some formulaic cohesive devices (pronoun referencing, etc.)</td>
<td>a growing number of cohesive devices (emerging use of articles to refer to the)</td>
<td>an expanding variety of cohesive devices (given/new, whole/part, class/subclass)</td>
<td>a flexible number of cohesive devices (substitution, ellipsis, given/new)</td>
<td>a wide variety of cohesive devices used in genre- and discipline-specific ways</td>
</tr>
</tbody>
</table>

## Grades 4-5 Proficiency Level Descriptors (PLDs) for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, English learners will...

<table>
<thead>
<tr>
<th>Criteria</th>
<th>End of Level 1</th>
<th>End of Level 2</th>
<th>End of Level 3</th>
<th>End of Level 4</th>
<th>End of Level 5</th>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DISCOURSE</strong> Organization of Language</td>
<td>Create coherent texts (spoken, written, multimodal)</td>
<td>short sentences linked by topic to convey an emerging sense of purpose (to inform, explain, argue, narrate)</td>
<td>sentences that convey intended purpose with emerging organizational patterns (topic sentence, supporting details)</td>
<td>short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: first, and then, then)</td>
<td>expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion) with a variety of paragraph openers</td>
<td>text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text (the first reason, the second reason, the evidence is...)</td>
</tr>
<tr>
<td>DISCOURSE Cohesion of Language</td>
<td>Patterned language with repetitive phrases and sentences <strong>The big, hungry bear...</strong></td>
<td>few frequently used cohesive devices (repetition: The tiger... The tiger...)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DISCOURSE Cohesion of Language</td>
<td>Connect ideas across a whole text through...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>some frequently used cohesive devices (repetition, demonstratives)</td>
<td>some formulaic cohesive devices (pronoun referencing, etc.)</td>
<td>a growing number of cohesive devices (emerging use of articles to refer to the)</td>
<td>an expanding variety of cohesive devices (given/new, whole/part, class/subclass)</td>
<td>a flexible number of cohesive devices (substitution, ellipsis, given/new)</td>
<td>a wide variety of cohesive devices used in genre- and discipline-specific ways</td>
</tr>
</tbody>
</table>
Criteria

ELD Textbook Criteria Sheets for K-2, 3-5, 6-8, and 9-12
Criteria: PART I CONTENT

A. Materials present main concepts that support a **minimum of 80%** of the grade-band Language Expectations (e.g., K, Grade 1, Grades 2-3, Grades 4-5) in the NCSCOS for English Language Development (ELD).

B. Content, instructional tools, and assessment tools are **consistent with the four Big Ideas and five ELD Standards Statements** as well as the Language Expectations, and Proficiency Level Descriptors (PLD) of the NC Standard Course of Study for English Language Development for the appropriate grade-level.

C. Content and materials 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**.
Criteria: PART II PEDAGOGY

A. 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.

A. Materials include instructional activities and strategies that offer multiple means to opportunities for students to narrate, inform, explain, and argue.

A. Materials promote the integration of content and language in linguistically and culturally sustaining ways, including connecting ELD standards to academic content standards and representing social and instructional language (e.g., narratives, informational texts, mathematical informational texts, informational texts in social studies).

Note: In Kindergarten, the materials that promote interpreting and constructing texts should be with support from the teacher.
Criteria: PART II PEDAGOGY

D. Materials represent an **asset-based approach**, leverage a wide range of cultural and linguistic backgrounds.

E. 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**.

F. Materials foster students’ understanding and working knowledge of **interpretive and expressive communication modes**, including:

- **organization of language** (how coherent texts are created)
- **cohesion of language** (how ideas are connected across whole text)
- **density of language** (how ideas are elaborated or condensed)
- **grammatical complexity** (how meanings are extended or enhanced at the sentence dimension)
- **precision of language** (how precise meanings are created through everyday, cross-disciplinary, and technical language at the word and phrase dimensions).
I. Materials systematically differentiate between language proficiency levels for expressive and interpretive modes and are developmentally and linguistically appropriate for the designated language proficiency levels.

K. Materials include language functions that support the progression of language development (e.g., compare, explain, describe, interpret, justify, etc.).

L. Materials offer aligned assessment opportunities that genuinely measure student progress (benchmarks, formative, and summative).

M. Content is relevant and links to prior knowledge, builds background knowledge, and promotes active student engagement.
A. Accuracy
   2. Treatment of social issues, religion, ethnicity, gender, and any groups with a handicap are presented in a balanced, objective, and academic manner, that is free from bias.

B. Appropriateness
   1. Materials provide access to grade-level rigor; systematically include scaffolding that builds student autonomy and supports students to progress from one proficiency level to the next; are linguistically and developmentally appropriate; and include extensions.
Unpacking Documents for ELD

- Unpacking for Kindergarten
- Unpacking for Grade 1
- Unpacking for Grades 2-3
- Unpacking for Grades 4-5
- Unpacking for Grades 6-8
- Unpacking for Grades 9-12
Questions?
K-12 Social Studies
Overview & Criteria Training

Textbook Commission Planning Meeting
March 28, 2022

Michelle McLaughlin, Consultant
K-12 Social Studies
Division of Academic Standards
Dr. Lori Carlin, Section Chief
Dr. Mary Hemphill, Division Director
K-12 Social Studies Team

Lori Major Carlin, Ph.D., Section Chief
Arts Education & Social Studies
(984)236-2823
Lori.Carlin@dpi.nc.gov

Tom Daugherty
K-12 Social Studies Consultant
(984)236-2824
Thomas.Daugherty@dpi.nc.gov

Bernadette Cole
Program Assistant
(984)236-2822
Bernadette.Cole@dpi.nc.gov

Michelle McLaughlin
K-12 Social Studies Consultant
(984)236-2827
Michelle.McLaughlin@dpi.nc.gov

Justyn Knox Burgess
K-12 Social Studies Consultant
(984)236-2825
Justyn.Knox@dpi.nc.gov

Phylisha Sanders
K-12 Social Studies Consultant
(984)236-2826
Phylisha.Sanders@dpi.nc.gov
Session Goals

To learn… Social Studies Legislation & Requirements
To understand… Quality Social Studies
To acquire… Background on the K12 Social Studies Standards
To review… Criteria for Evaluating K-12 Social Studies Textbook Materials
Social Studies Legislation & Requirements
## Legislation Impacting K-12 Social Studies

<table>
<thead>
<tr>
<th>Social Studies Legislation</th>
<th>Legislated Social Studies Courses</th>
<th>Social Studies High School Graduation Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Session Law 2009-236</td>
<td>● North Carolina History - 4th Grade</td>
<td>● Founding Principles of the US and NC: Civic Literacy (Legislative Req)</td>
</tr>
<tr>
<td>● Founding Principles Legislation</td>
<td>● US/NC History - 8th Grade</td>
<td>● Economics and Personal Finance (Legislative Req)</td>
</tr>
<tr>
<td>● Personal Financial Literacy (EPF Course)</td>
<td>● Economics and Personal Finance – 9-12</td>
<td>● World History</td>
</tr>
<tr>
<td>● Holocaust Education Bill (pp.108-109) - The final approved N.C. budget 2021</td>
<td>● Founding Principles of the United States of America and North Carolina: Civic Literacy – 9-12</td>
<td>● American History</td>
</tr>
</tbody>
</table>

**There is NO REQUIRED COURSE SEQUENCE:**
# The N.C. Social Studies Standard Course of Study

## 2021 Approved Social Studies Standards

<table>
<thead>
<tr>
<th>Grade/Course</th>
<th>Course Scope &amp; Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>The World Around Us</td>
</tr>
<tr>
<td>Grade 1</td>
<td>People, Places, and the Environment</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Foundations of America</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Our Community and State</td>
</tr>
<tr>
<td>Grade 4</td>
<td>North Carolina History and Geography</td>
</tr>
<tr>
<td>Grade 5</td>
<td>American History and Geography</td>
</tr>
<tr>
<td>Grade 6</td>
<td>World Studies I: Development of Civilizations</td>
</tr>
<tr>
<td>Grade 7</td>
<td>World Studies II: Modern Era</td>
</tr>
<tr>
<td>Grade 8</td>
<td>North Carolina and American History</td>
</tr>
<tr>
<td>American History (9-12)</td>
<td>American History</td>
</tr>
<tr>
<td>World History (9-12)</td>
<td>World History: Issues and Patterns</td>
</tr>
<tr>
<td>Economic &amp; Personal Finance (9-12)</td>
<td>Economics and Personal Finance</td>
</tr>
</tbody>
</table>
Quality Social Studies
Social Studies is a discipline that includes multiple social science disciplines such as psychology, sociology, anthropology, and political science, as well as geography, economics, civics, history and the humanities.

Social Studies is NOT just history. History is a discipline of the Social Studies

The primary purpose for the study of social studies in K-12 schools is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.~ National Council for Social Studies

Social studies education develops and progresses from kindergarten through high school to help students understand their place in the world.

1) Engaging students in investigating significant themes and questions, with people, their values, and choices as central focus (Barton and Levstik, 2001)
   - Social studies education prepares students to address societal and global concerns using content area knowledge, understanding of big ideas, disciplinary skills and tools, and critical thinking practices.

2) Active citizenship and learning (Meyerson and Secules, 2001)
   - Social Studies teaches students their roles and responsibilities as citizens, particularly in relation to social and civic affairs.
   - Prepares students to participate competently and productively as concerned citizens.
Which of These Represents Quality Social Studies?

A. 

B.
Which of These Represents Quality Social Studies?

A. √ Correct Answer

Mile Wide

Mile Deep

B.

Mile Wide

Inch Deep
Quality Social Studies Is…

**Meaningful & Authentic**
- Accurate
- Key concepts and themes are developed in depth.
- Teaches skills necessary to help students thrive in the world (Disciplinary Literacy).
- Students get to think, practice, and perform in the authentic roles of disciplinary experts (i.e., the geographer, historian, political scientist, economist, behavioral scientist, etc.)

**Integrative**
- The multiple disciplines of social studies are integrated throughout all materials, textbooks, and learning experiences.
- Incorporates inquiry as an instructional strategy.
- Embeds citizenship and civic education.
- Embeds global education.

**Inclusive**
- Materials, textbooks, instruction, and learning experiences reflect the cultural repertoire, practices and contributions of multiple and diverse communities.
- Materials, textbooks, instruction, and learning experiences avoid stereotypical depictions in terms of race, gender or dis/ability.

**Active**
- Lessons are routinely active and require students to process and think about what they are learning.
- Quality social studies engages students, builds their content knowledge, and inspires and enables them to apply their learning.
The K-12 Social Studies Standards
Elements Important in Understanding the N.C. Social Studies Standards

Organized Around Strands/Domains

Written Using Revised Bloom’s Taxonomy (RBT)

Written to A Conceptual Framework
The Key to Understanding the Conceptual Nature of the N.C. Social Studies Standards is Understanding the Difference Between Fact/Topics and Concepts

Facts and Topics Are…
• Locked in time, place, or situation
• Concrete
• Usually factual
• Usually represented by a proper noun

Concepts Are…
• Timeless
• Universal
• Abstract and broad (to various degrees)
• Examples share common attributes
• Represented by 1-2 words
• Transferable across multiple situations, events, issues, and time (Interdisciplinary)
Understanding How the Standards are Written

8.G.1.4
Explain the reasons for and effects of forced and voluntary migration on various groups in North Carolina and the nation.

**SUBJECT:** Understood to be “the student”.

**VERB:** Explain
Requires the learner to be able to show their knowledge and understanding of causes and effects. Being able to discuss the reason or motivations for some event or action and the result, influence, or impact of an event or action.

**OBJECT OF THE LEARNING:** The reasons for either forced or voluntary migration on different groups of people of N.C. and in the U.S. and the effects or impacts of either type of migration.

**EXPLICIT CONCEPTS:** Reasons, Effect, Migration (Forced Migration, Voluntary Migration), Groups, Nation
These clicks will take you to the standards as well standards supports.

The Unpacking Documents have been restructured to go from intended mastery to possible ways to formatively assess in the classroom:

1. Reading the unpacking of documents begin with the objective and moves to the right as you go across the table.
2. After identifying the objective there is explicit detail of what student mastery of the objective should look like.
3. From detailing what mastery looks like you move across to two to three statements informing you of the minimum enduring understandings that students should arrive at as a result of the instruction.
4. Continuing across, the documents let the teacher know the big general knowledge students should walk away knowing.
5. Then, based on that general knowledge, the next to the last column provides an example list of suggestions for topics and facts teachers can choose from as they make content decisions about what to teach as examples supporting the objective.
6. Finally, the last column provides examples of at least two classroom activities that align back to the objective.
The Inquiry Strand is discipline-neutral and focuses on the skills necessary for students to improve their critical thinking.
There Is A Set of Inquiry Indicators for Each Grade Band

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2 Grade Band</td>
<td>Grade 1</td>
<td>Grade 2</td>
<td></td>
</tr>
<tr>
<td>3-5 Grade Band</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-8 Grade Band</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-12 Grade Band</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Critical Thinker**

**American**

**World**

**Civic Literacy**

---

### Inquiry Indicators

**Category**

- Applying the Inquiry Model to Analyze and Evaluate Social Studies Topics and Issues in Order to Communicate Conclusions
- Taking Informed Action
- Communicating Ideas
- Developing Claims and Using Evidence
- Composing Questions
- Supporting Questions
- Gathering and Evaluating Sources

**9-12 Grade Band**

**Enquiry Act 1**

- The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 9-12 grade band. Teachers should be encouraged to use these indicators in every grade level.

**Enquiry Act 2**

- The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 6-8 grade band. Teachers should be encouraged to use these indicators in every grade level.

**Enquiry Act 3**

- The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the K-2 grade band. Teachers should be encouraged to use these indicators in every grade level.

---

**Enquiry Act 1**

- The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 9-12 grade band. Teachers should be encouraged to use these indicators in every grade level.

**Enquiry Act 2**

- The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 6-8 grade band. Teachers should be encouraged to use these indicators in every grade level.

**Enquiry Act 3**

- The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the K-2 grade band. Teachers should be encouraged to use these indicators in every grade level.

---

**Enquiry Act 1**

- The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 9-12 grade band. Teachers should be encouraged to use these indicators in every grade level.

**Enquiry Act 2**

- The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 6-8 grade band. Teachers should be encouraged to use these indicators in every grade level.

**Enquiry Act 3**

- The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the K-2 grade band. Teachers should be encouraged to use these indicators in every grade level.

---

**Enquiry Act 1**

- The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 9-12 grade band. Teachers should be encouraged to use these indicators in every grade level.

**Enquiry Act 2**

- The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 6-8 grade band. Teachers should be encouraged to use these indicators in every grade level.

**Enquiry Act 3**

- The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the K-2 grade band. Teachers should be encouraged to use these indicators in every grade level.

---

**Enquiry Act 1**

- The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 9-12 grade band. Teachers should be encouraged to use these indicators in every grade level.

**Enquiry Act 2**

- The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 6-8 grade band. Teachers should be encouraged to use these indicators in every grade level.

**Enquiry Act 3**

- The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the K-2 grade band. Teachers should be encouraged to use these indicators in every grade level.

---

**Enquiry Act 1**

- The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 9-12 grade band. Teachers should be encouraged to use these indicators in every grade level.

**Enquiry Act 2**

- The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 6-8 grade band. Teachers should be encouraged to use these indicators in every grade level.

**Enquiry Act 3**

- The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the K-2 grade band. Teachers should be encouraged to use these indicators in every grade level.
Criteria for Evaluating K-12 Social Studies Textbook Materials
Social Studies Criteria Sheets

Quality Social Studies Is...

Meaningful & Authentic
- Key concepts and themes are developed in depth.
- Teaches skills necessary to help students thrive in the world (Discipline
- Students get to think, practice, and perform in the authentic roles of
  (i.e., the geographer, historian, political scientist, economist, behavior

Integrative
- The multiple disciplines of social studies are integrated throughout
  textbooks, and learning experiences.
- Incorporates inquiry as an instructional strategy.
- Embeds citizenship and civic education.
- Embeds global education.

Inclusive
- Materials, textbooks, instruction, and learning experiences reflect the
  practices and contributions of multiple and diverse communities.
- Materials, textbooks, instruction, and learning experiences avoid stig
  in terms of race, gender or disability.

Active
- Lessons are routinely active and require students to process and th
  are learning.
- Quality social studies engages students, builds their content knowledge, and inspires
  enables them to apply their learning.

PART I Context

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

Part I A: 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 I A, do not

<table>
<thead>
<tr>
<th>A: Specific Criteria</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Materials present main concepts, facts, and objectives of the North Carolina Social</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Content (factual/conceptual)/skill, assessment tools/modes/strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments for Part I A:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part I B: Check Yes to indicate the instruction, materials do not meet the criteria. Complete Parts II, III, and IV.

| 1. Materials reflect unbiased, non-stereotyped research-based information and practices with a wide range of experiences and story |   |    |
| 2. Materials provide a sufficient number of variety of formats (e.g., on elearning) that integrate and support the learning skills of social studies at a descriptive |   |    |
| 3. Materials provide access to and demonstrate including in writing, verbally, graphically and politically correct |   |    |
| 4. Diverse groups and balanced viewpoints interpret depictions in terms of social, political, economic, and historical context |   |    |
| 5. Materials are relevant to the diversity of promotes critical and participatory |   |    |
| 6. Religious references shall be integrated |   |    |

Comments for Part I B: |   |    |

PART II Pedagogy

<table>
<thead>
<tr>
<th>A: Specific Criteria</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Materials assist students to communicate social studies concepts and ideas visually (e.g., maps, charts, graphs) verbally and in writing and by emphasizing, clarifying, and defending these ideas while engaged in discourse with peers and teachers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Materials require students to gather, organize, interpret, analyze, explain, apply, create, and evaluate information from a variety of sources, primary and secondary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Materials emphasize the student's awareness of economic and personal financial literacy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Materials provide the opportunities for the discussion of contemporary and global economic issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Materials creates student engagement in the instructional design.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Materials include assessment tasks or items that measure mastery of concepts, factual content and skills in a variety of formats.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Materials include specific questions or tasks to assist the teacher and student in identifying the concept, factual content, and skills/standards that have been learned and evaluated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The true cost of credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choosing and managing a credit card</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Borrowing money for an automobile or other large purchase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saving money</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit scoring and credit reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning and paying for postsecondary education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other relevant financial literacy issues</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments for Part II A: |   |    |

PART III Pedagogy

<table>
<thead>
<tr>
<th>A: Specific Criteria</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher resources provide a summary of material content.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Teacher resources provide instructional and behavioral objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Teacher resources are well organized, easy to use, and comprehensive.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Teacher resources provide resources for the development, reinforcement, and review of factual content, skills, and concepts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Teacher resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Teacher resources provide suggestions for evaluation, remediation, acceleration, and feedback.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Teacher resources include suggestions for the extension of learning and integration across the curriculum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Teacher resources provide ancillary materials for student use.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Teacher resources provide supplementary or background information.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments for Part III: |   |    |
### Social Studies Criteria Sheets

Each Set of Criteria Sheets Will Have:

- Indicate the Appropriate Course
- Part I Content
- Part II Pedagogy
- Part III Accessibility (if applicable)
- Part IV Overall Analysis (For Textbook Commission Use Only)

---

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

<table>
<thead>
<tr>
<th>Instructional Materials TITLE</th>
<th>BID NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBLISHER</td>
<td>COPYRIGHT DATE</td>
</tr>
<tr>
<td>AUTHOR(S)</td>
<td>ISBN</td>
</tr>
<tr>
<td>ADVISOR</td>
<td>TEXTBOOK COMMISSION MEMBER</td>
</tr>
</tbody>
</table>

**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.*

1. Materials present the main concepts, facts/topics, and skills that support a minimum of 80% of the objectives in the North Carolina Social Studies Standards for the appropriate course/grade level.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments for Part IA:

**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.**

1. Materials reflect unbiased, non-stereotypical, accurate, comprehensive and current social studies research-based information and practices: author, consultants, and reviewers include professionals with a wide range of experiences and expertise, including persons with secondary classroom experience.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**NC State Board of Education**

**Department of Public Instruction**
Social Studies Criteria Sheets

Criteria: Part 1A Content

1. Materials present the main concepts, facts/topics, and skills that support a minimum of 80% of the objectives in the North Carolina Social Studies Standards 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 NC Standard Course of Study for Social Studies for the appropriate course/grade level.

If either of these two criteria is marked “no”, the review should go no further. END IT!

*Materials must meet the criteria for both Items A and B of Part I Content.*
Social Studies Criteria Sheets

Criteria: Part IB Content

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.

4. Diverse groups and balanced viewpoints of events are comprehensively integrated and avoid stereotypic depictions in terms of race, gender, or ability.

If two or more of the six criteria items are marked “no” in Part IB, do not complete Parts II, III, and IV.

*Materials must meet the criteria for both Items A and B of Part I Content.
<table>
<thead>
<tr>
<th>From a World Cultures and Geography Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a section on the spread of Islam, the text states: “In the centuries after Muhammad’s death, Muslims spread their religion by conquest. Islamic rulers took control of Southwest Asia, Central Asia, North Africa, and parts of India and Spain.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>From a World Geography and Cultures Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>The text states: “Hindus are strict vegetarians.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>From a United States Government Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>The text’s case study of Brown v. Board of Education includes the following passage: “Under segregation, all-white and all-African American schools sometimes had similar buildings, buses, and teachers. Sometimes, however, the buildings, buses, and teachers for the all-black schools were lower in quality. Often, African American children had to travel far to get to their school.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>From a World Geography Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>The text included an image of Muslim women wearing chadors and accompanied it with two discussion questions. The first question asked how wearing the chador affects women’s interactions in public. The suggested answer was: “The chador limits women’s interactions in public as it makes them indistinguishable from one another and inhibits any kind of contact.” The second question asked what the chador reveals about the status of women in Muslim society. The suggested answer: “The chador reveals that even in countries that claim there is equality for women, religious law still hinders women’s rights.”</td>
</tr>
</tbody>
</table>

- **Negative perspective**
- **Moral judgement**
- **Myth**
- **Misleading**

**Students, write your response!**

**Pear Deck Interactive Slide**
**Do not remove this bar**
Considerations for Social Studies Textbook Evaluation

Universal expectation trusts that textbooks are factually accurate. However, information that is factually accurate may also communicate selective values and moral judgments. Additionally, stereotypes, misconceptions, and bias may be present as a result of …

- Inaccurate facts
- Poor word choice
- Cliché statements
- Unbalanced perspectives
- Moral judgements or sentimentality
- Unintentional communication of myths
- Misleading statements

Each of the above, are factors of which advisors should be made aware of as they perform their textbook evaluations.
Social Studies Criteria Sheets

Criteria: Part IIA Pedagogy

* Part A of the Pedagogy section will have DIFFERENT EVALUATION CRITERIA for each grade level or course.

Part II Pedagogy

<table>
<thead>
<tr>
<th>A. Specific Criteria</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Materials require students to gather, organize, interpret, analyze, explain, apply, create, and evaluate information from a variety of sources, primary and secondary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Materials emphasize the student’s awareness of economic and personal financial literacy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Materials provide the opportunities for the discussion of contemporary and global economic issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Materials integrate student assessment in the instructional design.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Materials include assessment tasks or items that measure mastery of concepts, factual content and skills in a variety of formats.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● The true cost of credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Choosing and managing a credit card</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Borrowing money for an automobile or other large purchase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Home mortgages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Credit scoring and credit reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Planning and paying for postsecondary education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Other relevant financial literacy issues</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Comments for Part II:
Social Studies Criteria Sheets

Criteria: Part II Pedagogy

The following are **PRESENT IN EACH** set of the Pedagogy Criteria Sheets:

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 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.

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.**
Social Studies Criteria Sheets

Criteria: Part II Pedagogy

The following are **PRESENT IN EACH** set of the Pedagogy Criteria Sheets:

6. Materials integrate cultural, economic, geographic, historical, and political aspects of the local community, state, nation, and world throughout to enhance student understanding and relevance.

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. Issues and historical events are presented and treated factually and objectively.

9. Materials are thematically and chronologically organized to promote conceptual understanding of events and issues as appropriate.

10. Materials provide opportunities for the discussion of global, regional, and local issues.
Social Studies Criteria Sheets

Criteria: Part II Pedagogy

These remaining criteria are SPECIFIC TO THE CRITERIA SHEET of a specific grade or course:

1. 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. (World Hist)

2. Materials allow students to study various geographic regions and cultural groups both in North Carolina and across the United States. (Grade 8)

3. 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. (Grade 8)

4. Materials include content that adequately covers the founding principles of the United States and the State of North Carolina. (Am Hist)

5. 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. (Grades 6 & 7)
Social Studies Criteria Sheets

Criteria: Part II Pedagogy

These remaining criteria are **SPECIFIC TO THE CRITERIA SHEET** of a specific grade or course:

6. 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) **(Grades 6 & 7)**

7. Materials provide a balance between western and non-western world content with a strong emphasis on the connectivity of the two. **(Grades 6 & 7)**

8. Materials emphasize the student’s place in the community, country, and the world in the 21st century. **(Civic Literacy)**

9. Materials emphasize the student’s awareness of economic and personal financial literacy. **(EPF)**

10. Materials include assessment tasks or items that measure mastery of concepts, factual content and skills in a variety of formats. **(EPF)**
Social Studies Criteria Sheets

Criteria: Part III Accessibility

It will be important to ensure the advisors pay careful attention to images, data, captions, and labels in their evaluation of material:

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

Comments for Part III:
Remember...

No textbook has everything, and they all have more than will ever be needed. Make sure to advise the teacher evaluators to make choices based on a review of ALL material and MOST IMPORTANTLY, **THE ACTUAL BOOK**! NOT BASED ON THE BELLS AND WHISTLES OF THE ANCILLARY MATERIALS.
Things to Keep in Mind…

• The teaching of N.C. history and geography is legislatively required at the elementary level and occurs in grade 4.

• The integration of N.C. history and U.S. history is legislatively required in middle school and occurs in grade 8.

• Sixth and seventh grade social studies are World Studies courses and must be taken in consecutive order. They may share the same textbook.

• High school graduation requirements: World History, American History, Economics and Personal Finance, and Civics Literacy

• Quality social studies education is active, integrates the multiple disciplines of social studies, incorporates inquiry, and builds content knowledge and enables application of knowledge and skill.

• The Social Studies standards are conceptually written.

• The Social Studies standards are written to one (1) verb.

• The Social Studies standards are organized around five (5) disciplinary strands and one (1) discipline-neutral strand.
Thank You for Your Time and Commitment to This Process!

Any Final Questions?
## Resources

<table>
<thead>
<tr>
<th>K-5 Unpacking Documents</th>
<th>6 – 8 Unpacking Documents</th>
<th>9 – 12 Unpacking Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Kindergarten</td>
<td>• Grade 6</td>
<td>• World History</td>
</tr>
<tr>
<td>• Grade 1</td>
<td>• Grade 7</td>
<td>• American History</td>
</tr>
<tr>
<td>• Grade 2</td>
<td>• Grade 8</td>
<td>• Civic Literacy</td>
</tr>
<tr>
<td>• Grade 3</td>
<td></td>
<td>• Economics and Personal Finance</td>
</tr>
<tr>
<td>• Grade 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Grade 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exceptional Children (EC) and English as a Second Language (ESL)
Exceptional Children (EC) Considerations

Beverly Colwell
Beverly.Colwell@dpi.nc.gov
Educational Consultant
Exceptional Children Division
EC Areas of Eligibility

- Autism Spectrum Disorder
- Deaf-Blindness
- Deafness
- Developmental Delay
- Emotional Disability
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities

- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment
EC Federal Requirements

- Federal policy mandates that Students With Disabilities (SWD) receive instruction with their nondisabled peers to the fullest extent possible.
- 99% of EC students are instructed in and assessed in the same standards as their grade level peers and therefore require access to grade level textbooks.
EC Federal Requirements

- Students with the most significant cognitive disabilities or 1% of the EC student population are instructed in and assessed in modified grade level standards; they also require access to grade level textbooks.
EC Federal Requirements

• Students may require instructional accommodations to fully participate in the general education setting

• Considerations for accommodations must be based on the individual needs of each student and documented in the student’s Individualized Education Program (IEP).
English Learner (EL) Considerations

Marshall Foster
Marshall.Foster@dpinc.gov
Education Consultant
K-12 Standards, Curriculum, and Instruction Division
EL Federal Requirements

Meaningful participation in educational programs and services is guaranteed by law (Office of Civil Rights).

“To help ensure that English learners, including immigrant children and youth, attain English language proficiency and meet the same standards that all children are expected to meet” (Section 3102(1), Title III of the Every Student Succeeds Act (ESSA).
English Learners in NC

• Top 5 languages: Spanish, Arabic, Chinese, Vietnamese, and Hindi/Urdu
• 2020 EL Headcount: 124,000
• 115 LEAs, 177 Charter Schools, 6 lab schools & 4 Special NC Schools all with at least 1 EL.
• ELs:
  - 70% of ELs are born in the U.S.
  - 30% Immigrants and Recently Arrived
Language & Content

- **Language proficiency** involves the language associated with the content areas.

- **Content knowledge** reflects the declarative (what) and procedural knowledge (how) associated with the content.
English Language Development Standards

Social & Instructional Language

Language of Language Arts

Language of Mathematics

Language of Science

Language of Social Studies
Standards

**ELD**
- Academic language development
- Language-based
- Reflective of the varying stages of second language acquisition
- Representative of social and academic language contexts

**State Content**
- Academic achievement
- Content-based
- Reflective of conceptual development
- Representative of the school’s academic curriculum
EC and ESL Differences

EC
- Specially Designed Instruction
- Alternate formats to meet needs of student’s disability (vision, hearing, intellectual)

ESL
- Native language support
Universal Design for Learning

Questions to Consider for ALL students:

Do the textbooks and materials enable educators to offer flexible learning opportunities through multiple means of engagement, representation, and action & expression?

Are there suggestions for strategies to remediate, enhance, reinforce concepts?
Language Access

Textbooks should support language access by:

• Including a variety of linguistic supports
• Focusing on key vocabulary and language functions
• Providing opportunities for the use of visuals and technology
• Promoting building background knowledge
• Promoting oral language development associated with the content areas
• **EL**: Including native language support (when possible)
Content Access & Accommodations

Textbooks should support the use of accommodations/modifications to enhance content knowledge by using:

- Realia (concrete objects), manipulatives and hands-on materials
- Modeling
- Graphic Organizers/Advance Organizers
- Technology
Content Access & Accommodations

Textbooks should support the use of accommodations/modifications to enhance content knowledge by using:

- Differentiated Instruction
- Authentic Assessment Tools
- **EC**: Specially Designed Instruction
- **EC**: Alternate formats (easily adaptable to meet the needs of a variety of disability areas such as vision, hearing, and cognitive disabilities)
Textbooks should support instructional strategies by promoting:

- Activation of and bridging prior knowledge and/or experience
- Access to authentic texts
- Metacognitive development
- Higher order thinking skills
- Contextualization
- Building schema to enhance understanding
- Linguistic modality integration (listening, speaking, reading, and writing)
Differentiation for all learners

- **Content:** Knowledge, skills students are learning
- **Process:** Vary the learning activities: flexible grouping, graphic organizers, diagrams, charts, maps
- **Product:** Vary complexity of the assignment/product
- **Environment:** Classroom setting, location, space, materials
Cultural Diversity

Textbooks should support cultural diversity in the following areas:

• Register
• Genre/Text type
• Topic
• Task/Situation
• Participants’ identities and social roles
EC Evaluation Criteria

- 12 items in a “yes” or “no” format to be considered for EC during the textbook selection process

- Space to document specific support for the “yes” or “no” responses
EC Evaluation Criteria

• Content:
  – Grade appropriate, varied cognitive levels, abilities, and learning styles
  – Relevant, linking to prior knowledge, active student engagement
  – Key concepts, skills, vocabulary are identified, developed, reviewed, and reinforced
EC Evaluation Criteria

• Materials:
  – Include a variety of exercises, reviews, assessments, performance tasks
  – Provide opportunities for students to collect, organize, interpret and evaluate information
  – Include summary of content, instruction, and objectives, supplemental or background information
  – Include guides, such as contents, glossary, dictionary, bibliography/footnotes, references, websites, literature links, support agencies
  – Include sufficient material, well organized, easy to use, comprehensive, durable and reasonably sized
EC Evaluation Criteria

• **Resources:**
  – Should accommodate first year and veteran teachers

• **Text:**
  – Should contain appropriate font, color, spacing, legibility, photos, graphics, and captioning

• **Technology:**
  – Student text and teacher resources should meet criteria for accuracy, appropriateness, and scope
Reading for ALL grade levels

• Exceptional Children Division State identified Measurable Result (SiMR) is reading
  • Reading (grades K-3, K-5, and 4-12)
  • Reading Research to Classroom Practice (RRtCP)

• Language Development
  • Language acquisition (grades K-5)
  • Listening, speaking, reading, and writing (grades K-2 and 3-5)
EC Resources

- EC Disability Resources
- Specially Designed Instruction (SDI)
- cast.org
- Differentiated Instruction Resources
- Considerations for Accessible Textbooks
EL Evaluation Criteria

12 Items to rate “yes” or “no” for meeting the criteria.

Support for each response considering the linguistic needs of ELs.
EL Evaluation Criteria

• **Content:**
  - Grade appropriate, varied cognitive levels, abilities, and learning styles
  - Relevant, linking to prior knowledge, active student engagement
  - Key concepts, skills, vocabulary are identified, developed, reviewed, and reinforced
EL Evaluation Criteria

- **Materials:**
  - Include both print and digital resources
  - Consider whole-class study, small-group work, and individual student extensive study
  - Allow students to interact with words, images, and ideas in ways that develop their abilities in multiple literacies.
EL Evaluation Criteria

- **Materials:**
  - Provide support and differentiate instruction according to students’ needs.
  - Gradually advance the level of language practice and engage students in complex, cognitively demanding tasks.
EL Resources

- NCDPI ELD Website
- WIDA ELD Standards
- Double the Work
- EL Tool Kit (Chapters 4-5)
- Newcomer Toolkit (Chapter 3)
- ELD Standards Resource Hub
Thank You!

Your participation in the textbook adoption process is greatly appreciated.

Are there any questions?
Contact Information

Beverly Colwell - EC
Beverly.Colwell@dpi.nc.gov

Marshall Foster - EL
Marshall.Foster@dpi.nc.gov
Evaluation Platform

Presented by:
Kenya Wallace
NC State University
TOPS
Draft Timeline

Presented by:
Commissioner Katie Linker
NC Textbook Commission, Co-Chair
Next Steps
Closing Remarks

Adjournment