

North Carolina Textbook Commission Meeting

March 28, 2022



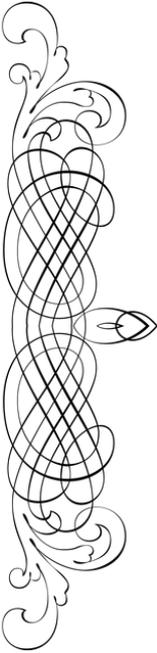
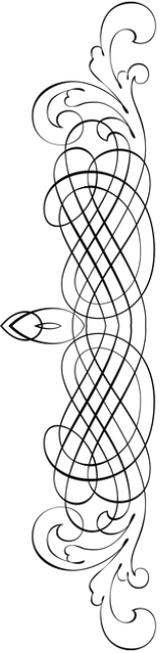
Meeting Agenda

March 28, 2022

9:00 – 9:10	Call to Order and Welcome Roll Call Approval of Minutes Meeting Norms
9:10 – 9:30	Ethics Training
9:30 - 9:40	Operations Manual Textbook Evaluation Process Draft Timeline
9:40 - 10:10	K-12 English Language Development Overview and Criteria Training
10:10 – 10:50	K-12 Social Studies Overview and Criteria Training
10:50 - 11:20	EC and EL Overview and Criteria Training
11:20 – 11:40	Evaluation Platform Demonstration
11:40 - 11:50	Draft Timeline
11:50 - 12:00	Next Steps Closing

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



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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

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- A public body is defined broadly as any:
 - Authority
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 - **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

<https://stateboard.ncpublicschools.gov/policy-manual/sbe-dpi-operation/conflicts-of-interest-policy>

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.



Conflict of Interest Policy, cont.

- Violations of Conflict-of-Interest Policy may result in suspension or removal from membership of the Commission, as determined by the SBE.



Reading of the Ethics Statement

“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

<https://stateboard.ncpublicschools.gov/policy-manual/sbe-dpi-operation/standards-of-conduct-for-the-north-carolina-department-of-instruction>

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 Learning



NC Textbook Commission – Operations Manual

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Operations Manual

Rules of Procedure - Highlights

- Quorum
- Chair/Co-Chair
- Voting
- Meetings



Operations Manual

Bid Submissions - Highlights

Publishers are responsible for:

- Determining grade levels/courses of materials
- Labeling submissions using guidelines in the Invitation
- Providing correlations



Operations Manual

Publisher Contact - Highlights

Publishers should not make contact to influence or attempt to influence the evaluation and adoption of textbooks or programs.



Operations Manual

Publisher Contact - Highlights

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.



Operations Manual

General Statutes & SBE Policies - Highlights

- 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 Textbooks

GENERAL STATUTE	GENERAL STATUTE TITLE
§ 115C-85. HTML PDF	Textbook needs are determined by course of study.
§ 115C-86. HTML PDF	State Board of Education to select and adopt textbooks.
§ 115C-87. HTML PDF	Appointment of Textbook Commission.
§ 115C-88. HTML PDF	Commission to evaluate textbooks offered for adoption
§ 115C-89. HTML PDF	Selection of textbooks by Board.

§ 115C-90. HTML PDF	Adoption of textbooks and contracts with publishers.
§ 115C-91. HTML PDF	Continuance and discontinuance of contracts with publishers.
§ 115C-92. HTML PDF	Procedure for change of textbook.
§ 115C-93. HTML PDF	Advice from and suits by Attorney General.
§ 115C-94. HTML PDF	Publishers to register.
§ 115C-95. HTML PDF	Sale of books at lower price reduces price to State.
§ 115C-96. HTML PDF	Powers and duties of the State Board of Education in regard to textbooks.

§ 115C-97. HTML PDF	State Board of Education authorized to discontinue handling supplementary and library books.
§ 115C-98. HTML PDF	Local boards of education to provide for local operation of the textbook program, the selection and procurement of other instructional materials, and the use of nonadopted textbooks.
§ 115C-99. HTML PDF	Legal custodians of textbooks furnished by State.
§ 115C-100. HTML PDF	Rental fees for textbooks prohibited; damage fees authorized.
§ 115C-101. HTML PDF	Duties and authority of superintendents of local school administrative units.
§ 115C-102. HTML PDF	Right to purchase; disposal of textbooks and materials.



Operations Manual

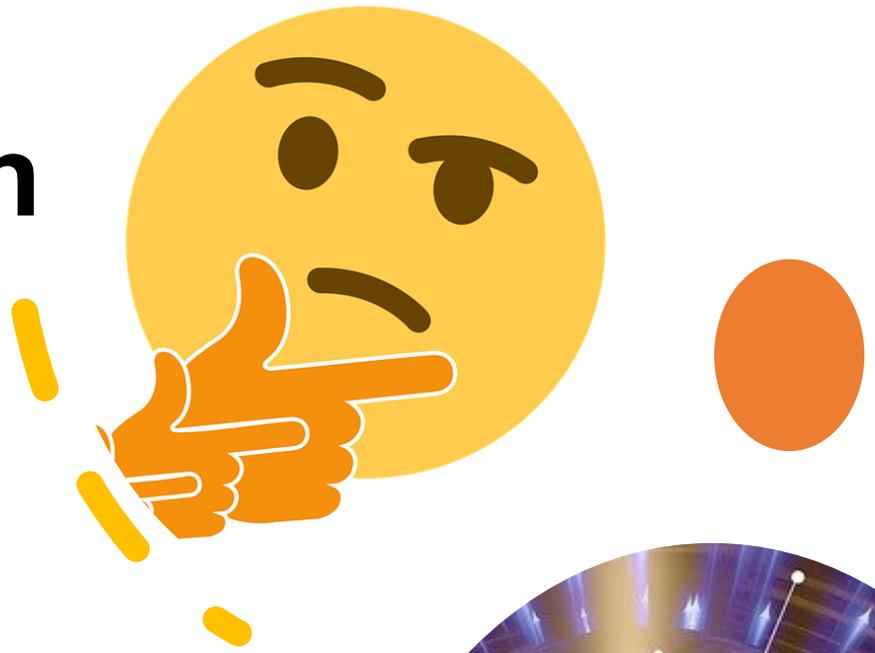
SBE Policies - Highlights

State Board of Education (SBE) Policies – Textbooks (TEXT)

CODE	POLICY TITLE
TEXT-000 	Textbook Adoption
TEXT-001 	Textbook Evaluation Criteria and Invitation to Submit
TEXT-002 	Textbook Evaluation Advisors
TEXT-003 	Textbook Commission
TEXT-004 	Textbook Contracts
TEXT-005 	Disposition of Old Textbooks
TEXT-006 	Textbook Publishers Registry
TEXT-008 	Selection of American History Textbooks

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:

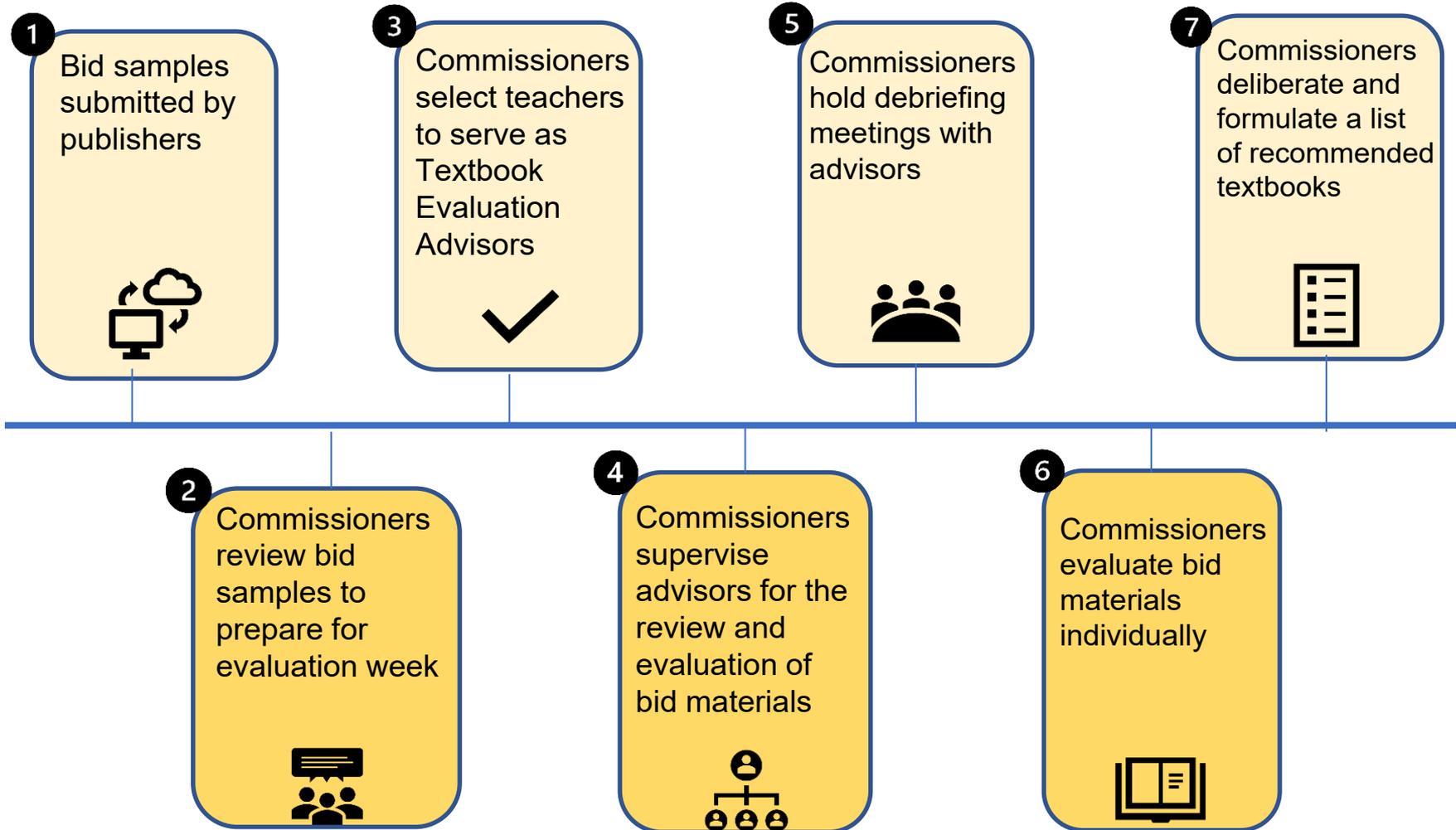
Dr. Carmella Fair

Instructional Resource Consultant

Digital Teaching and Learning



Textbook Evaluation



2022 Textbook Invitation

2022 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina



North Carolina Department of Public Instruction
301 North Wilmington Street
Raleigh, NC 27601

2022 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina

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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.



2022 Invitation - Highlights

INTRODUCTION AND REQUIREMENTS

The *2021 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* is the annual evaluation and adoption of textbooks in selected subject categories for use in North Carolina schools. This document, including all attachments, provides an overview of the submission, evaluation, and adoption of textbooks. By submitting textbooks for publishers and producers agree to follow the procedures set forth in this document. **comply with all procedures, including stated deadlines, will result in disqualification** annual evaluation and adoption of textbooks in selected subject categories for use 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 §115C-85 through §115C-102. Only publishers listed in the North Carolina Publishers Registry are allowed to submit textbooks in response to the invitation. All responses to this document, and all responses must conform to the specified requirements.

The 2021 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 indicate the subject grade level/course and ISBN of each textbook to be evaluated by title, grade level/course, and ISBN.

As cited in GS 115C-85, textbook is defined as:

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

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

Submission Parameters

1. Textbook materials may 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 materials prior to submission.
3. Textbook materials will only be evaluated for the grade levels/courses specified in the Invitation document.
4. It is the responsibility of the publisher to ensure that each submission is correctly identified. Publishers shall provide sample textbook materials according to the schedule set by the North Carolina Department of Public Instruction. All submitted textbook materials that are print materials, shall be provided in electronic and print versions as designated by the North Carolina Department of Public Instruction. Electronic versions of print materials must be complete and have the same format and content as the print versions. Links and/or access information for electronic materials must be provided.

TENTATIVE SCHEDULE FOR 2022 ADOPTION PROCESS

- February 16, 2022** Textbook Commission Planning Meeting – The meeting provides ethics and initial training for Commission members. **This meeting is virtual only.**
Meeting link: <https://bit.ly/Feb2022mtg>
- March 2, 2022** 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.
- March 3, 2022** Proposed SBE Approval of the *2022 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina*.
- March 4, 2022** 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: <https://www.dpi.nc.gov/districts-schools/district-operations/textbook-adoption>
- March 11, 2022** Meeting for Publishers – All publishers on the NC Publishers’ Registry are invited to attend a virtual meeting for publishers from 1:00 p.m. – 2:30 p.m. Publishers submitting bids are strongly encouraged to attend. **This meeting is virtual only.**
Meeting link: <https://bit.ly/2022PublisherMtg>
- March 15, 2022** 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.
- March 21, 2022** 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, kyna.brands@dpi.nc.gov, by 2:00 p.m. (EST) March 21, 2022.
- March 29, 2022** All responses to publisher questions will be answered and distributed to publishers.
- March 31, 2022** Each bid proposal submission requires an identification number issued by NCDPI. **Interested publishers must send an email request to nctextbooks@dpi.nc.gov 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.

BID PROPOSAL INFORMATION

Bids must be submitted electronically through the NC site for publishers and by hard copy in the form of a bid proposal. Bids submitted electronically shall include the publisher’s name and address marked on the outside, “Textbook Bid.” All pages of the cost proposal must be included in the submissions (electronic and hard copies). One copy of each bid proposal will be required for electronic and hard copy submissions: the signed original of the completed Bid Proposal. The entire *2021 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* solicitation document must be 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.
- The completed cost proposal spreadsheet without 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 including 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 textbooks submitted for adoption.

Additional Information:

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 at the opening.

CONTACT INFORMATION:

Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina
Department of Public Instruction
c/o Carmella Fair, Digital Teaching and Learning
1000 Wilmington Street
Raleigh, NC 27601

2022 Invitation - Highlights

English Language Development

CONTENT AREAS FOR T

English Language Development

Kindergarten 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

English Language Development Standards
[The NC ELD Standard Course of Study](#)

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

INSTRUCTIONAL MATERIALS TITLE _____ BID NO. _____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____ ISBN _____

ADVISOR _____

TEXTBOOK COMMISSION MEMBER _____ MEMBER'S SBE DISTRICT _____

Indicate the appropriate grade:

Grade K _____ **Grade 1** _____ **Grade 2** _____

Grade 3 _____ **Grade 4** _____ **Grade 5** _____

PART I CONTENT

Compatibility with the NC Standard Course of Study (NCSCoS) for English Language Development (ELD). *In accordance with State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended.*

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

Please explain your responses. Be sure to cite specific page numbers and textual references from the textbook as well as specific standards from the ELD NCSCoS.

	Yes	No
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 (K, 1)/grade-band (Grades 2-3, Grades 4-5).		
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.		
D. Materials provide for the use of technology, including for assistive purposes (e.g., dictionaries, glossaries, screen readers, etc.) and for supporting expression and communication.		
E. Materials include teacher resources, which provide information and		

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Social Studies

CONTENT AREAS FOR T

SOCIAL STUDIES

Kindergarten 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

Founding Principles of The United States of America

American History

World History

Economics and Personal Finance

Social Studies K-12 standards may be seen at:
<https://www.dpi.nc.gov/teach-nc/curriculum>

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

INSTRUCTIONAL MATERIALS TITLE _____ BID NO. _____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____ ISBN _____

ADVISOR _____

TEXTBOOK COMMISSION MEMBER _____ MEMBER'S SBE DISTRICT _____

Indicate appropriate course:

Kindergarten First Grade Second Grade Third Grade Fourth Grade Fifth Grade

PART I. Content.

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

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

	Yes	No
1. Materials present the main concepts, facts/topics, and skills that support a minimum of 80% of the objectives in the 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.		

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.

	Yes	No
1. Materials reflect unbiased, non-stereotypical, accurate, comprehensive and current social studies research-based information and practices; authors, consultants, and reviewers include professionals with a wide range of experiences and expertise, including persons with secondary classroom experience.		
2. Materials provide a sufficient number of hands-on inquiries, experiences, and authentic tasks in a		

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2022 Invitation - Highlights

EVALUATION, DELIBERATION, AND RECONSIDERATION

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

Publishers must provide textbook evaluation materials using the NC platform for publishers provided by NCDPI. A username and/or password must be provided if required to access materials. Publishers must also provide navigation instructions for technology-based or other non-print materials. It is the responsibility of the publisher to ensure that each submission is complete and correctly identified. **Contact information for technical support must be provided.**

In Person Meeting	Virtual Meeting
<p>Evaluation Displays (Required)</p> <p>Publishers must set up textbook materials and hardware at the evaluation location and must check in at the textbook evaluation registration area.</p> <p>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.</p> <p>Oversized displays are not allowed due to limited space. The materials should be easily located and displayed on tabletops only. Banners may be used if the banner includes company name only. Only bid materials may be displayed – no candy, catalogs, price lists, or address information may be included on the display table.</p> <p>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.</p> <p>The North Carolina Department of Public Instruction and the Textbook Commission shall provide space to display submitted materials. Tables will be assigned.</p> <p>Each publisher participating in the evaluation and adoption process shall provide and set up:</p> <ol style="list-style-type: none"> 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 	<p>Evaluation Materials (Required)</p> <p>Publishers must provide textbook evaluation materials using the NC platform for publishers provided by NCDPI. Publishers must also provide navigation instructions for technology-based or other non-print materials. It is the responsibility of the publisher to ensure that each submission is complete and correctly identified.</p> <p>Publishers are responsible for providing access information with the appropriate bid number for all items. Contact information for technical support must be provided.</p> <p>Each publisher participating in the evaluation and adoption process shall provide:</p> <ol style="list-style-type: none"> 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. Contact information for technical and navigation support during the times of evaluation by the Textbook Commissioners and Textbook Evaluation Advisors. Appropriate correlations are required. If correlations are not available, materials may be disqualified. If multiple items are part of a bid

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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.

Questions



English Language Development Overview & Criteria

March 28, 2022

ESL/Title III Team



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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
4. Functional Approach to Language Development.



High-Level Overview

2012	2020
No Revision	The WIDA Can-Do Philosophy and the Five ELD Standards Statements
Language Domains: Listening, Speaking, Reading, Writing	Interpretive (Listening, Reading, Viewing) and Expressive (Speaking, Writing, Representing) Modes of Communication
Language Supports through Level 4	Multimodal communication infused throughout the document
Functional View of Language: Wide Range of Language Functions within Model Performance Indicators	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
K-12 Performance Definitions for Receptive and Productive Language address three dimensions— discourse, sentence, and word/ phrase—within a sociocultural context	Grade-level Cluster Proficiency Level Descriptors (K, 1, 2-3, 4-5, 6-8, & 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
Standards Framework: Guiding Principles Exemplifying the WIDA Can Do Philosophy, Developmentally Appropriate Academic Language in Sociocultural Contexts, Performance Definitions, Can Do Descriptors, and Standards & their Matrices	Standards Framework: ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors
Content Connections to Academic Content Standards along with content topics in strands of Model Performance Indicators	Concepts derived from Academic Content Standards and Disciplinary Practices tied to Language Expectations



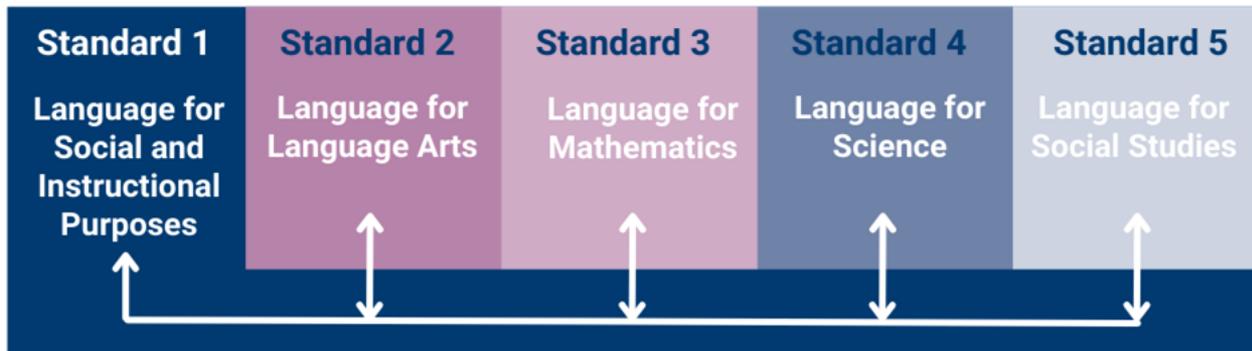
ELD Standards Framework

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



Adapted from WIDA ELD Standards Framework, 2020 Edition ©



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.*

ELD-SC.K.Inform. Interpretive Interpret scientific informational texts by:

- Determining what text is about
- Defining or classifying a concept or entity

ELD-SC.K.Inform. Expressive Construct scientific informational texts that:

- Introduce others to a topic or entity
- Provide details about an entity

ELD-SC.K.Explain. Interpretive Interpret scientific explanations by:

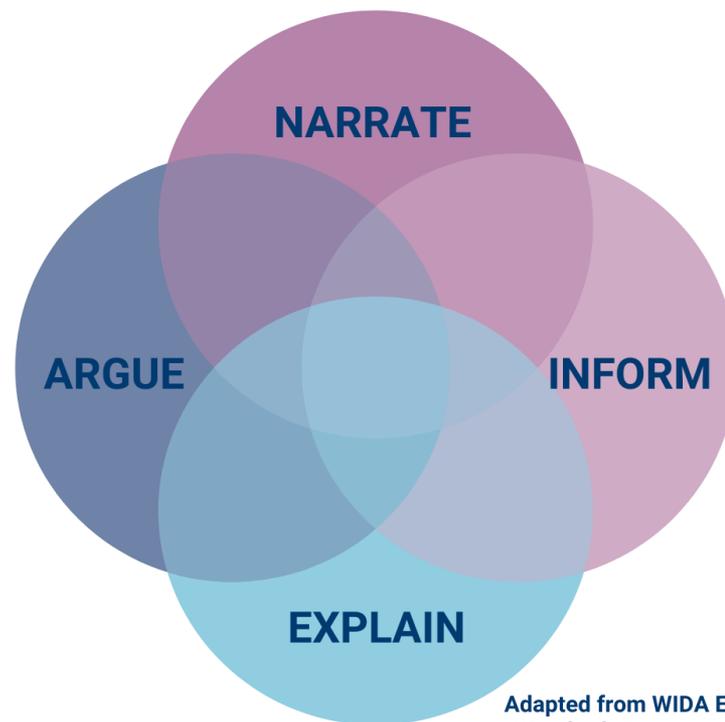
- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Using information from observations to find patterns and to explain how or why a phenomenon occurs

ELD-SC.K.Explain. Expressive Construct scientific explanations that:

- Describe information from observations about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

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.)



Adapted from WIDA ELD
Standards Framework,
2020 Edition ©



Language Expectations

Grade-level Cluster

Mode of Communication

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

Language Expectation

Key Language Use

Grade-Level Cluster Proficiency Descriptors

Proficiency Level

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...

Criteria	End of Level 1	End of Level 2	End of Level 3
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...		
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked by topic to convey an emerging sense of purpose (to inform, explain, argue, narrate)
DISCOURSE Cohesion of language	Connect ideas across a whole text through...		
	Patterned language with repetitive phrases and sentences (<i>The big, hungry bear...</i>)	few frequently used cohesive devices (repetition: <i>The tiger... The tiger...</i>)	some frequently used cohesive devices (repetition, demonstratives)

Descriptors

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...

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

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).



Criteria: PART II PEDAGOGY

- 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**



Criteria: PART III ACCESSIBILITY

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

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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

Social Studies Legislation	Legislated Social Studies Courses	Social Studies High School Graduation Requirements
<ul style="list-style-type: none"> ● Session Law 2009-236 ● Founding Principles Legislation ● Personal Financial Literacy (EPF Course) ● Holocaust Education Bill (pp.108-109) - The final approved N.C. budget 2021 	<ul style="list-style-type: none"> ● North Carolina History - 4th Grade ● US/NC History - 8th Grade ● Economics and Personal Finance – 9-12 ● Founding Principles of the United States of America and North Carolina: Civic Literacy – 9-12 	<ul style="list-style-type: none"> ● Founding Principles of the US and NC: Civic Literacy (Legislative Req) ● Economics and Personal Finance (Legislative Req) ● World History ● American History <p>**There is NO REQUIRED COURSE SEQUENCE:</p>



The N.C. Social Studies Standard Course of Study

2021 Approved Social Studies Standards	
Grade/Course	Course Scope & Sequence
Kindergarten	The World Around Us
Grade 1	People, Places, and the Environment
Grade 2	Foundations of America
Grade 3	Our Community and State
Grade 4	North Carolina History and Geography
Grade 5	American History and Geography
Grade 6	World Studies I: Development of Civilizations
Grade 7	World Studies II: Modern Era
Grade 8	North Carolina and American History
American History (9-12)	American History
World History (9-12)	World History: Issues and Patterns
Founding Principles of the U.S. & N.C.: Civic Literacy (9-12)	Founding Principles of the United States & North Carolina: Civic Literacy
Economic & Personal Finance (9-12)	Economics and Personal Finance



Quality Social Studies



What is Social Studies?

Social Studies Is...

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 Purpose of 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.

Two Key Goals of Social Studies Education...

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)

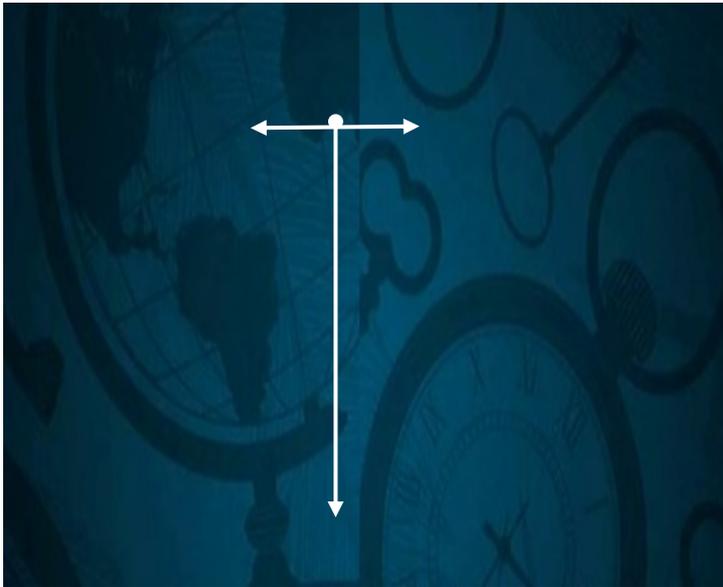
► Social Studies teaches students their roles and responsibilities as citizens, particularly in relation to social and civic affairs.

► Prepares students to participate competently and productively as concerned citizens.

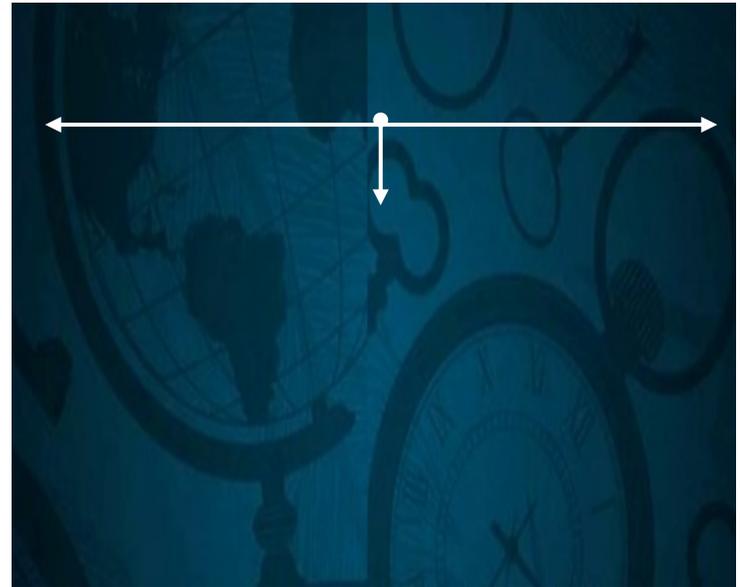


Which of These Represents Quality Social Studies?

A.



B.



Students choose an option

Pear Deck Interactive Slide
Do not remove this bar

Which of These Represents Quality Social Studies?

A.  Correct Answer



B.



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.

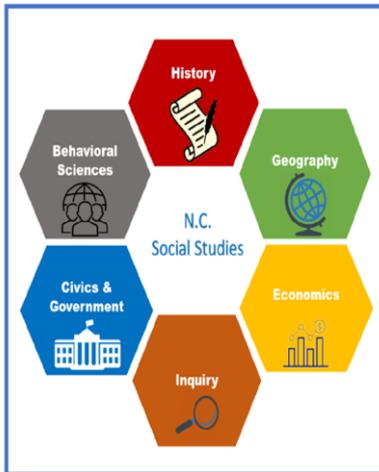


The K-12 Social Studies Standards

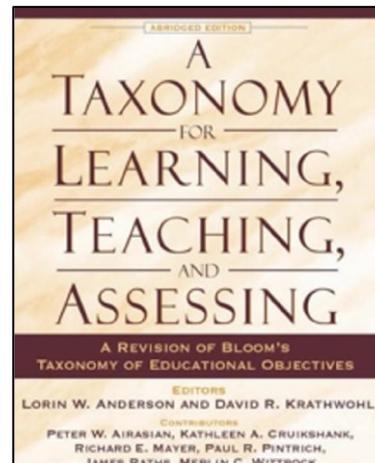


Elements Important in Understanding the N.C. Social Studies Standards

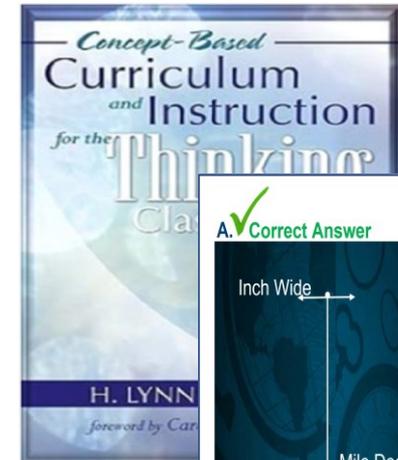
Organized Around Strands/Domains



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)**



Thanksgiving

Democracy

Leadership

N.C.
Lighthouses

Pirates

Change

Propaganda

WWII

Natural
Resources

Immigration

The French
Revolution

Manifest
Destiny

Power

Supply &
Demand

My
Community

Industrial
Age

The
Civil
War

Perspective

Expansion

Historical
Narrative

Conflict



Students, draw anywhere on this slide!

Pear Deck Interactive Slide
Do not remove this bar



Thanksgiving

Pirates

Natural Resources

The French Revolution

Supply & Demand

Perspective

Democracy

Change

Manifest Destiny

Community

Expansion

Leadership

Propaganda

Industrial Age

Historical Narrative

N.C. Lighthouses

Immigration

Power

The Civil War

Conflict

World War I



Understanding How the Standards are Written

S + **V** + **O**
Subject + One *RBT* Verb + Object

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

Example:

8.G.1.4

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

One *RBT* Verb



North Carolina Department of PUBLIC INSTRUCTION

NC DPI - Districts & Schools - Classroom Resources - Academic Standards - Standard Course of Study - Social Studies

Social Studies

About the NCDPI Social Studies Team

The NCDPI Social Studies Team provides Public School Units (PSUs) with support related to Social Studies standards, curriculum, and instruction. The work of the NCDPI Social Studies Team includes sustaining statewide implementation of the NC Social Studies Standards, developing resources, providing professional development and technical assistance, and coordinating efforts to build stakeholder capacity. Contact the NCDPI Social Studies Team for more information or to request support for your PSU.

The Social Studies Team

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Information and Resources

For more information about the work of the Social Studies team and resources, visit our subpages below:

- Legislation & Policy
- Professional Learning
- Standard Course of Study & Supporting Resources

Sign Up For Email Updates

These clicks will take you to the standards as well as standards supports.

North Carolina Department of PUBLIC INSTRUCTION

NC SUPERINTENDENT STA

Home Educators Students & Families Districts & Schools Data & Reports News

NC DPI - Home

Social Studies Standards

Grade Level: Document Type: Search:

Name	Document Entity Terms
American History Standards, Fall 2021 Implementation	High, Social Studies, Standards
Economics and Personal Finance Standards, Fall 2021 Implementation	High, Social Studies, Standards
Essential Standards American History 1	Social Studies, High, Standards
Essential Standards American History 2	Social Studies, High, Standards
Essential Standards American History Founding Principles Civics and Economics	Social Studies, High, Standards
Essential Standards World History	Social Studies, High, Standards
Founding Principles of the United States of America and North Carolina Civic Literacy Standards, Fall 2021 Implementation	High, Social Studies, Standards
Social Studies 1st Grade Standards, Fall 2021 Implementation	Elementary, Social Studies, Standards
Social Studies 2nd Grade Standards, Fall 2021 Implementation	Elementary, Social Studies, Standards
Social Studies 3rd Grade Standards, Fall 2021 Implementation	Elementary, Social Studies, Standards
Social Studies 4th Grade Standards, Fall 2021 Implementation	Elementary, Social Studies, Standards
Social Studies 5th Grade Standards, Fall 2021 Implementation	Elementary, Social Studies, Standards
Social Studies 6th Grade Standards, Fall 2021 Implementation	Middle, Social Studies, Standards
Social Studies 7th Grade Standards, Fall 2021 Implementation	Middle, Social Studies, Standards
Social Studies 8th Grade Standards, Fall 2021 Implementation	Middle, Social Studies, Standards
Social Studies Essential Standards Grade 6	Social Studies, Middle, Standards
Social Studies Essential Standards Grade 7	Middle, Social Studies, Standards

North Carolina Department of PUBLIC INSTRUCTION

NC SUPERINTENDENT STA

NC DPI - Home

Social Studies Unpacking

Grade Level: Document Type: Search:

Name	Document Entity Terms
American History 1 Unpacking Document	High, Social Studies, Unpacking
American History 2 Unpacking Document	High, Social Studies, Unpacking
American History Unpacking Document, Fall 2021 Implementation	High, Social Studies, Unpacking
American History Founding Principles, Civics, and Economics Unpacking Document	High, Social Studies, Unpacking
Economics and Personal Finance Unpacking Document, Fall 2021 Implementation	High, Social Studies, Unpacking
Founding Principles of the United States of America and North Carolina Civic Literacy Unpacking Document, Fall 2021 Implementation	High, Social Studies, Unpacking
Social Studies 1st Grade Unpacking Document	Elementary, Social Studies, Unpacking
Social Studies 1st Grade Unpacking Document, Fall 2021 Implementation	Elementary, Social Studies, Unpacking
Social Studies 2nd Grade Unpacking Document	Elementary, Social Studies, Unpacking
Social Studies 2nd Grade Unpacking Document, Fall 2021 Implementation	Elementary, Social Studies, Unpacking
Social Studies 3rd Grade Unpacking Document	Elementary, Social Studies, Unpacking
Social Studies 3rd Grade Unpacking Document, Fall 2021 Implementation	Elementary, Social Studies, Unpacking
Social Studies 4th Grade Unpacking Document	Elementary, Social Studies, Unpacking
Social Studies 4th Grade Unpacking Document, Fall 2021 Implementation	Elementary, Social Studies, Unpacking

<https://bit.ly/dpisocialstudies>

Reading the Social Studies Unpacking Documents

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.

Unpacking the History Objectives					
Standard 6.H.1 Understand the development of civilizations and societies from various perspectives					
Overarching Concepts: Event, People, Impact, Achievement, Civilization, Society, Role, Transformation					
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
6.H.1.1 Explain the role various events, people, and groups played in the rise, fall, and transformation of societies in Africa, Asia, Europe, and the Americas	Students must be able to demonstrate understanding of how the rise, fall, and transformation of societies was influenced by various events, people, and groups.	Leadership may direct the course of history Historical people and groups may play an important role in the cultural, political, or economic influence on the rise, fall, or transformation of societies Events can lead to political, economic, or societal shifts that may play a role in the rise, fall, and transformation of societies	How key historical people or groups impacted the rise, fall, and transformation of societies How key events impacted the rise, fall, and transformation of societies	People/groups <ul style="list-style-type: none"> • Mongolians • Germanic Tribes • Turks • Sumerians • Phoenicians • Egyptians • Greeks • Romans • Persians • Pharaohs • Kush • Han • Emperors • Caesars • Dictators • Sultans • Popes • Monarchs • Regents • Khans • Dynastic rulers • Military leaders • Government leaders Events <ul style="list-style-type: none"> • Internal political conflicts 	Students are assigned a historical figure. In character, students complete a "Quick Write" explaining the person's contribution and their overall impact on the rise, fall, or transformation of a society. Given a list of various events, people, and groups that students are studying, the students match each listed item with the effect on the society's rise, fall, or transformation.

The New Unpacking Layout



The N.C. Social Studies Strands

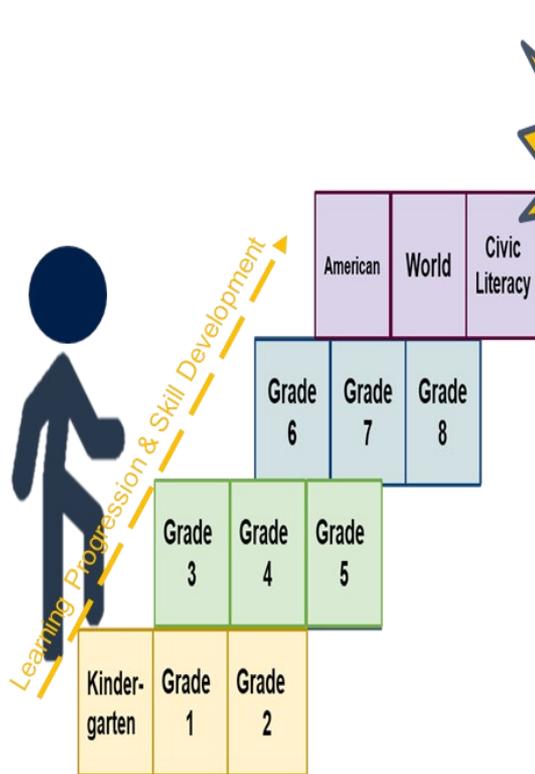
The North Carolina K-12 Social Studies Standards Are Organized Around FIVE Disciplinary Strands and ONE Discipline-Neutral Strand of Inquiry



The Inquiry Strand is discipline-neutral and focuses on the skills necessary for students to improve their critical thinking.

↑
**Inquiry
Indicators**

There Is A Set of Inquiry Indicators for Each Grade Band



9-12 Grade Band

I-Inquiry, B - Behavioral Sciences, C&G - Civics and Government, E - Economics, G - Geography, H - History	
Inquiry 9-12	
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. Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of all high school courses students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.	
Category	Indicator
Apply the inquiry models to analyze and evaluate social studies topics and issues in order to communicate conclusions and take informed actions.	I.1.1 Co
	I.1.2 St
	I.1.3 G

6-8 Grade Band

I-Inquiry, B - Behavioral Sciences, C&G - Civics and Government, E - Economics, G - Geography, H - History	
Inquiry 6-8	
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. Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 8 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.	
Category	Indicator
Compelling Questions	I.1.1 Co
	I.1.2 Co
	I.1.3 An
Supporting Questions	I.1.4 As
	I.1.5 Id
	I.1.6 Co
Gathering and Evaluating Sources	I.1.7 Co
	I.1.8 Co
	I.1.9 De
Developing Claims and Using Evidence	I.1.10 Id
	I.1.11 U
	I.1.12 U
Communicating Ideas	I.1.13 U
	I.1.14 U
	I.1.15 U
Taking Informed Action	I.1.16 U
	I.1.17 U
	I.1.18 U

3-5 Grade Band

I-Inquiry, B - Behavioral Sciences, C&G - Civics and Government, E - Economics, G - Geography, H - History	
Inquiry 3-5	
The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 3-5 grade band. Teachers should be encouraged to use these indicators in every grade level. Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 5 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.	
Category	Indicator
Compelling Questions	I.1.1 Co
	I.1.2 Co
	I.1.3 An
Supporting Questions	I.1.4 As
	I.1.5 Id
	I.1.6 Co
Gathering and Evaluating Sources	I.1.7 Co
	I.1.8 Co
	I.1.9 De
Developing Claims and Using Evidence	I.1.10 Id
	I.1.11 U
	I.1.12 U
Communicating Ideas	I.1.13 U
	I.1.14 U
	I.1.15 U
Taking Informed Action	I.1.16 U
	I.1.17 U
	I.1.18 U

K-2 Grade Band

I-Inquiry, B - Behavioral Sciences, C&G - Civics and Government, E - Economics, G - Geography, H - History	
Inquiry K-2	
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. Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 2 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.	
Category	Indicator
Compelling Questions	I.1.1 Identify inquiry as a process to answer questions and solve issues.
	I.1.2 Recognize a compelling question with prompting and support.
	I.1.3 Explain why or how a compelling question is important to a topic or issue.
Supporting Questions	I.1.4 Identify what questions are needed to support the compelling question.
	I.1.5 Recognize how supporting questions connect to compelling questions.
	I.1.6 Demonstrate an understanding of facts, opinions, and other details in sources.
Gathering and Evaluating Sources	I.1.7 Identify the information surrounding a primary or secondary source including who created it, when they created it, where they created it, and why they created it.
	Starting in Grade 3
Developing Claims and Using Evidence	
Communicating Ideas	I.1.8 Construct responses to compelling questions using information from sources.
Taking Informed Action	I.1.9 Identify problems related to the compelling question that students think are important.

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 (Disciplines)
- Students get to think, practice, and perform in the authentic roles of (i.e., the geographer, historian, political scientist, economist, behaviorist)

Integrative

- The multiple disciplines of social studies are integrated throughout a textbook, 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 stereotypical depictions in terms of race, gender or disability.

Active

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

PART I Content

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

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

1. Materials present the main concepts, fact objectives of the *North Carolina Social Studies*
2. Content (facts/topics/concepts/skills), in assessment tools (methodology/strategies) goals of the *NC Standard Course of Study*

Comments for Part IA:

Part IB Check **yes to indicate the instructional materials **do not meet the criteria** complete Parts II, III, and IV.**

1. Materials reflect unbiased, non-stereotyp research-based information and practices: with a wide range of experiences and exp experience.
2. Materials provide a sufficient number of variety of contexts (e.g., in-school, out of reading) that integrate and support the key thinking skills of social studies at a level
3. Material provides access to or demonstra including in writing, verbally, graphically and political cartoons.
4. Diverse groups and balanced viewpoints; stereotypic depictions in terms of race, ge
5. Materials are relevant to the diversity of s promotes interactive and participatory lea
6. Religious references shall be uncensored.

Comments for Part IB:

Part II Pedagogy

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

B. Teacher Resources

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

Comments for Part II:

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

INSTRUCTIONAL MATERIALS TITLE _____ BID NO. _____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____ ISBN _____

ADVISOR _____

TEXTBOOK COMMISSION MEMBER _____ MEMBER'S SBE DISTRICT _____

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

PART I Content |
Note All instructional materials (both digital and print) shall be compatible with the philosophy, standards and objectives in the North Carolina Standard Course of Study, revised (February 4, 2021).
Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. Materials must meet the criteria for both Items A and B. If either item is marked "no" in Part IA, do not complete Parts IB II, III, and IV.

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

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.

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

Social Studies Criteria Sheets

PART I Content

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

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

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

	Yes	No
1. Materials reflect unbiased, non-stereotypical, accurate, <u>comprehensive</u> and current social studies research-based information and practices: authors, consultants, and reviewers include professionals with a wide range of experiences and expertise, including persons with secondary classroom experience.		
2. Materials provide a sufficient number of hands-on inquiries, experiences, and authentic tasks in a variety of contexts (e.g., in-school, out of school, group tasks, independent tasks, discussion, reading) that integrate and support the key concepts, factual content, and disciplinary and critical thinking skills of social studies at a developmentally appropriate level.		
3. Material provides access to or demonstrates concepts and factual content in multiple ways, including in writing, verbally, graphically, as well as through the use of maps, charts, illustrations, and political cartoons.		
4. Diverse groups and balanced viewpoints of events are comprehensively integrated and avoid stereotypical depictions in terms of race, <u>gender</u> or ability.		
5. Materials are relevant to the diversity of students’ lives, interests, abilities, and learning styles and promotes interactive and participatory learning.		
6. Religious references shall be uncensored and included in American history textbooks.		
Comments for Part IB:		

Criteria: Part 1A Content

Most of the reviewer’s time will be spent on this criteria point.



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 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

These will also be criteria points the reviewers will spend a good amount of time evaluating.

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.**

PART I Content

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

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

	Yes	No
1. Materials present the main concepts, facts/topics, and skills that support a minimum of 80% of the objectives of 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.		
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.

	Yes	No
1. Materials reflect unbiased, non-stereotypical, accurate, comprehensive and current social studies research-based information and practices: authors, consultants, and reviewers include professionals with a wide range of experiences and expertise, including persons with secondary classroom experience.		
2. Materials provide a sufficient number of hands-on inquiries, experiences, and authentic tasks in a variety of contexts (e.g., in-school, out of school, group tasks, independent tasks, discussion, reading) that integrate and support the key concepts, factual content, and disciplinary and critical thinking skills of social studies at a developmentally appropriate level.		
3. Material provides access to or demonstrates concepts and factual content in multiple ways, including in writing, verbally, graphically, as well as through the use of maps, charts, illustrations, and political cartoons.		
4. Diverse groups and balanced viewpoints of events are comprehensively integrated and avoid stereotypic depictions in terms of race, gender or ability.		
5. Materials are relevant to the diversity of students’ lives, interests, abilities, and learning styles and promotes interactive and participatory learning.		
6. Religious references shall be uncensored and included in American history textbooks.		
Comments for Part IB:		



<p>From a World Cultures and Geography Textbook</p> <p>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.”</p>	
<p>From a World Geography and Cultures Textbook</p> <p>The text states: “Hindus are strict vegetarians.”</p>	
<p>From a United States Government Textbook</p> <p>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.”</p>	
<p>From a World Geography Textbook</p> <p>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, Islamic law still hinders women’s rights.”</p>	<ul style="list-style-type: none"> • 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

Part II Pedagogy

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

Criteria: Part IIA Pedagogy

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

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

Part III Accessibility (if applicable)

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

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

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:

- D. Graphic design is not stereotypic or biased and does not contain inaccurate portrayals.
- E. All visuals and interactive elements are clearly and accurately labeled.



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

K-5 Unpacking Documents

- [Kindergarten](#)
- [Grade 1](#)
- [Grade 2](#)
- [Grade 3](#)
- [Grade 4](#)
- [Grade 5](#)

6 – 8 Unpacking Documents

- [Grade 6](#)
- [Grade 7](#)
- [Grade 8](#)

9 – 12 Unpacking Documents

- [World History](#)
- [American History](#)
- [Civic Literacy](#)
- [Economics and Personal Finance](#)

Link to access all social studies standards and information: <https://bit.ly/dpisocialstudies>



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

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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



English Language Development (ELD) Standards

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



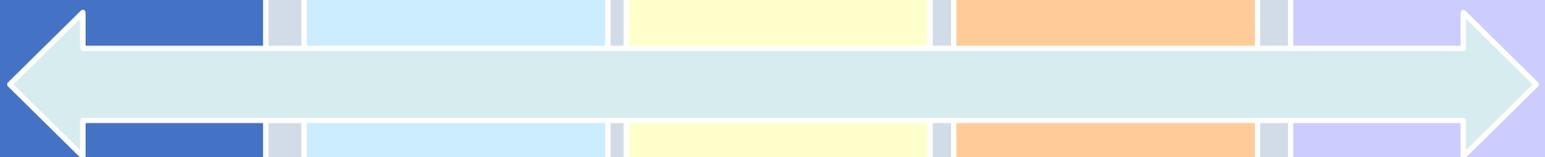
Language of Mathematics



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

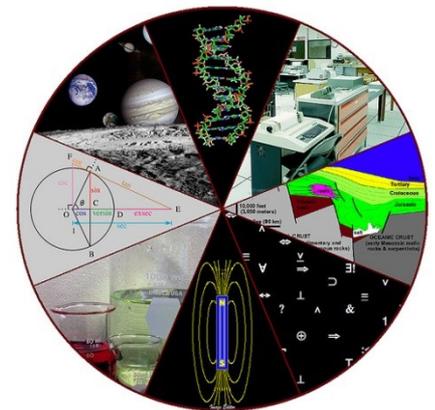


Universal Design for Learning

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)



Access and Accessibility Tools

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
- **Product:** Vary complexity of the assignment/product
- **Process:** Vary the learning activities: flexible grouping, graphic organizers, diagrams, charts, maps
- **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

ENGLISH LANGUAGE DEVELOPMENT: EC EVALUATION

SUBJECT _____ GRADE _____

INSTRUCTIONAL MATERIALS TITLE _____ BID NO. _____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____ ISBN _____

ADVISOR _____

TEXTBOOK COMMISSION MEMBER _____ MEMBER'S SBE DISTRICT _____

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

Appropriateness, Scope, and Resources	Yes	No
1. Content provides for grade appropriate, yet varied cognitive levels, abilities, and learning styles.		
2. Content is relevant, links to prior knowledge, builds background knowledge, and promotes active student engagement.		
3. Materials provide for a variety of exercises, reviews, assessments, and performance tasks, which provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats.		
4. Text and layout are level appropriate, including font, color, spacing legibility, photos, graphics, and captioning.		
5. Materials and supplemental resources include necessary guides such as table of contents, glossary (English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, web sites, literature links, and support agencies etc.		
6. Content and materials promote language development opportunities for all grade levels: key concepts, skills, vocabulary are identified, developed, reviewed, and reinforced. Resources: Specific to language acquisition grades K-5 Specific to listening, speaking, reading, and writing grades K-2 Specific to listening, speaking, reading, and writing grades 3-5		
7. Materials provide adequate teacher resources, which include suggestions for remediation, acceleration, extension of learning, integration, feedback, and review.		
8. Materials include a summary of contents, instruction and/or behavioral objectives, supplemental or background information, and answer keys/rubrics.		
9. Materials are well organized, easy to use, comprehensive, durable and reasonably sized, with sufficient material for student use.		
10. Resources accommodate the needs of all teachers from beginning through veteran teachers.		
11. Technology meets criteria for accuracy, appropriateness, and scope. It is easy to navigate, visually appealing, and includes a Save/Record feature; if applicable.		
12. Content and materials clearly align with the Science of Reading for all grade levels (K-12). Resources: Reading specific to grades K-3 Reading specific to grades K-5 Reading specific to grades 4-12 Reading Research to Classroom Practice RRICP Guidelines		

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

MATHEMATICS: EL EVALUATION

SUBJECT _____ GRADE _____

INSTRUCTIONAL MATERIALS TITLE _____ BID NO. _____

PUBLISHER _____ COPYRIGHT DATE _____

AUTHOR(S) _____ ISBN _____

ADVISOR _____

TEXTBOOK COMMISSION MEMBER _____ MEMBER'S SBE DISTRICT _____

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

Appropriateness, Scope, and Resources	Yes	No
1. Content provides grade-appropriate, yet varied linguistic levels, abilities, and learning styles.		
2. Content is relevant, addresses a variety of cultural aspects, links to prior knowledge, builds background knowledge, and promotes active student engagement.		
3. Materials provide opportunities for scaffolding interaction, such as, a variety of exercises, reviews, assessments, and performance tasks (e.g., including sentence frames, word banks, etc.).		
4. Materials provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats (e.g., including the use of the student's first language).		
5. Text and layout are age-proficiency/grade-level appropriate, including font, color, spacing legibility, photos, graphics, and captioning.		
6. Material includes necessary guides such as a table of contents, glossary (e.g., English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see and see also</i> references, websites, literature links, and support agencies, etc.		
7. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced.		
8. Materials provide adequate teacher resources, which include suggestions for acceleration, extension of learning, integration, feedback, and/or review specific to English Learners.		
9. Materials include a summary of contents, instruction and/or behavioral objectives, supplemental or linguistically and culturally relevant background information, and answer keys/rubrics.		
10. Materials are well organized, easy to use, comprehensive, durable and reasonably sized.		
11. Resources accommodate the EL Support needs of beginning through veteran teachers.		
12. Technology is easy to navigate, visually appealing, and ideally includes a screen reader, dictionary, and a Save/Record feature, if applicable.		

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

Documentation for yes and no responses above:

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?



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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





North Carolina Department of

PUBLIC INSTRUCTION