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1Chapter 23

2Criteria for Evaluating Instructional Materials: Kindergarten

3Through Grade Eight

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5This document provides criteria for evaluating the alignment of instructional
6materials with the *History–Social Science Content Standards for California Public*
7*Schools* (2000) and the *History–Social Science Framework for California Public*
8*Schools*. The content standards were adopted by the California State Board of
9Education in October 1998. They describe what students should know and be
10able to do at each grade level. The framework incorporates the standards and
11includes instructional guidelines for teachers and administrators. The framework,
12together with the standards, defines the essential skills and knowledge in
13history–social science that will enable all California students to enjoy a world-
14class education.

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16The instructional materials must provide guidance for the teacher to facilitate
17student engagement with the content standards, framework, and curriculum at
18each grade level and to teach students all the analysis skills required for the
19grade spans. Students should be able to demonstrate reasoning, reflection, and
20research skills. These skills are to be learned through, and applied to, the content
21standards and are to be assessed only in conjunction with the content standards.

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22Special attention should also be paid to the appendixes in the framework, which
23address important overarching issues.

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25To be adopted, materials must first meet *in full* Category 1, History–Social
26Science Content/Alignment with Standards. Materials will be evaluated
27holistically in the other categories of Program Organization, Assessment,
28Universal Access, and Instructional Planning and Support. This means that while
29a program may not meet every criterion listed in those categories, they must on
30balance meet the goals of each category to be eligible for state adoption.

31Programs that do not meet Category 1 in full and do not meet each one of the
32other four categories as judged holistically will not be adopted. These criteria
33may also be used by publishers and local educational agencies as a guide for
34developing and selecting instructional materials for grades nine through twelve.
35To assist the State Board in the evaluation of instructional materials, publishers
36will use a standards map template and evaluation criteria maps supplied by the
37California Department of Education to demonstrate a program’s alignment with
38the standards.

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40The criteria are organized into five categories:

411. **History–Social Science Content/Alignment with Standards:** The content
42as specified in the *Education Code*, the *History–Social Science Content*
43*Standards*, and the *History–Social Science Framework*

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442. **Program Organization:** The sequence and organization of the history–social
45science program

463. **Assessment:** The strategies presented in the instructional materials for
47measuring what students know and are able to do

484. **Universal Access:** Instructional materials that are understandable to all
49students, including students eligible for special education, English learners, and
50students whose achievement is either below or above that typical of the class or
51grade level

525. **Instructional Planning and Support:** The instructional planning and support
53information and materials, typically including a separate edition specially
54designed for use by teachers in implementing the *History–Social Science*
55*Content Standards* and *History–Social Science Framework*

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57History–social science instructional materials must support teaching aligned with
58the standards and framework. Materials that are contrary to or inconsistent with
59the standards, framework, and criteria are not allowed. Extraneous materials
60should be minimal and clearly purposeful. Any gross inaccuracies or deliberate
61falsifications revealed during the review process will result in disqualification, and
62any found during the adoption cycle will be subject to removal of the program
63from the list of state-adopted textbooks. Gross inaccuracies and deliberate
64falsifications are defined as those requiring changes in content.

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66**Category 1: History–Social Science Content/Alignment with Standards**

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671. Instructional materials, as defined in *Education Code* Section 60010(h),
68support instruction designed to ensure that students master all the *History–*
69*Social Science Content Standards* for the intended grade level. Analysis skills of
70the pertinent grade span must be covered at each grade level. This instruction
71must be included in the student edition of the instructional materials; while there
72can be direction in materials for the teacher to support instruction in the
73standards, this cannot be in lieu of content in the student edition. The standards
74themselves must be included in their entirety in the student materials, either at
75point of instruction or collected together at another location.

762. Instructional materials reflect and incorporate the content of the *History–Social*
77*Science Framework*.

783. Instructional materials shall use proper grammar and spelling (*Education Code*
79Section 60045).

804. Instructional materials present accurate, detailed content and a variety of
81perspectives and encourage student inquiry.

825. History is presented as a story well told, with continuity and narrative
83coherence (a beginning, a middle, and an end), and based on the best recent
84scholarship. Without sacrificing historical accuracy, the narrative is rich with the
85forceful personalities, controversies, and issues of the time. Primary sources,
86such as letters, diaries, documents, and photographs, are incorporated into the
87narrative to present an accurate and vivid picture of the times in order to enrich
88student inquiry.

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896. Materials include sufficient use of primary sources appropriate to the age level
90of students so that students understand from the words of the authors the way
91people saw themselves, their work, their ideas and values, their assumptions,
92their fears and dreams, and their interpretation of their own times. These sources
93are to be integral to the program and are carefully selected to exemplify the topic.
94They serve as a voice from the past, conveying an accurate and thorough sense
95of the period. When only an excerpt of a source is included in the materials, the
96students and teachers are referred to the entire primary source. The materials
97present different perspectives of participants, both ordinary and extraordinary
98people, in world and U.S. history, and further student inquiry.

997. Materials include the study of issues and historical and social science debates.
100Students are presented with different perspectives and come to understand the
101importance of reasoned debate and reliable evidence, recognizing that people in
102a democratic society have the right to disagree.

1038. Throughout the instructional resources, the importance of the variables of time
104and place— history and geography—is stressed repeatedly. In examining the
105past and present, the instructional resources consistently help students
106recognize that events and changes occur in a specific time and place.

107Instructional resources also consistently help students judge the significance of
108the relative location of place.

1099. The history–social science curriculum is enriched with various genres of fiction
110and nonfiction literature of and about the historical period. Forms of literature
111such as diaries, essays, biographies, autobiographies, myths, legends, historical

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112tales, oral literature, poetry, and religious literature richly describe the issues or
113the events studied as well as the life of the people, including both work and
114leisure activities. The literary selections are broadly representative of varied
115cultures, ethnic groups, men, women, and children and, where appropriate,
116provide meaningful connections to the content standards in English–language
117arts, mathematics, science, and visual and performing arts.

11810. Materials on religious subject matter remain neutral; do not advocate one
119religion over another; do not include simulation or role playing of religious
120ceremonies or beliefs; do not include derogatory language about a religion or use
121examples from sacred texts or other religious literature that are derogatory,
122accusatory, or instill prejudice against other religions or those who believe in
123other religions. Religious matters, both belief and nonbelief, must be treated
124respectfully and be explained as protected by the U.S. Constitution. Instructional
125materials, where appropriate and called for in the standards, include examples of
126religious and secular thinkers in history. When the standards call for explanation
127of belief systems, they are presented in historical context. Events and figures
128detailed in religious texts are presented as beliefs held by members of that
129religion, are clearly identified as such, and should not be presented as fact
130unless there is independent historical evidence justifying that presentation. All
131materials must be in accordance with the guidance provided in the updated
132*History–Social Science Framework*, Appendix C, “Religion and the Teaching of
133History–Social Science,” and *Education Code* sections 51500, 51501, 51511,
134and 51513.

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13511. Numerous examples are presented of women and men from different
136demographic groups who used their learning and intelligence to make important
137contributions to democratic practices and society and to science and technology.
138Materials emphasize the importance of education in a democratic society.

13912. For grades six through eight, the breadth and depth of world history to be
140covered are described in the *History–Social Science Framework* course
141descriptions. In addition to the content called for at grade six, instructional
142materials shall include the grade seven content standards on the Roman Empire
143(standard 7.1 and its sequence) and Mayan civilization (standard 7.7 and the
144applicable Mayan aspects of the sequence). In addition to the content called for
145at grade eight, materials shall include the grade seven content standards on the
146Age of Exploration, the Enlightenment, and the Age of Reason (standard 7.11
147and its sequence).

14813. Student writing assignments are aligned with the grade-level expectations in
149the *California Common Core State Standards for English Language Arts*
150(adopted by the State Board of Education in 2013), including both the Writing
151Standards for K–5 and 6–12 (as applicable), and the Writing Standards for
152Literacy in History/Social Studies 6–12, the *California English Language*
153*Development Standards*, and the *English Language Arts/English Language*
154*Development Framework*.

15514. Instructional materials use biography to portray the experiences of men,
156women, children, and youths. Materials shall include the roles and contributions
157of people from different demographic groups: Native Americans, African

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158 Americans, Mexican Americans, Asian Americans, Pacific Islanders, European
159 Americans, lesbian, gay, bisexual, and transgender Americans, persons with
160 disabilities, and members of other ethnic and cultural groups to the total
161 development of California and the United States (*Education Code* Section
162 60040).

163 15. Instructional materials, where appropriate, examine humanity’s place in
164 ecological systems and the necessity for the protection of the environment
165 (*Education Code* Section 60041). Materials include instructional content based
166 upon the Environmental Principles and Concepts developed by the California
167 Environmental Protection Agency and adopted by the State Board of Education
168 (*Public Resources Code* Section 71301) where appropriate and aligned to the
169 history–social science content standards. (See Appendix F)

170 16. Instructional materials for grades five and eight shall include a discussion of
171 the Great Irish Famine of 1845–1850 and the effect of the famine on American
172 history (*Education Code* Section 51226.3[e]).

173 17. Emphasis is placed on civic values, democratic principles, and democratic
174 institutions, including frequent opportunities for discussion of the fundamental
175 principles embodied in the U.S. Constitution and the Bill of Rights. When
176 appropriate to the comprehension of pupils, instructional materials shall include a
177 copy of the U.S. Constitution and the Declaration of Independence (*Education*
178 *Code* Section 60043).

179 18. Materials emphasize America’s multi-ethnic heritage and its contribution to
180 this country’s development while explaining how American civic values provide

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181students with a foundation for understanding their rights and responsibilities in

182this pluralistic society (*Education Code* sections 51226.5 and 60200.6).

18319. Materials on American life and history give significant attention to the

184principles of morality, truth, justice, and patriotism and to a comprehension of the

185rights, duties, and dignity of American citizenship, inspiring an understanding of

186and a commitment to American ideals. Examples of memorable addresses by

187historical figures are presented in their historical context, including the effect of

188those addresses on people then and now (*Education Code* sections 52720 and

18960200.5).

19020. Materials for studying the life and contributions of Martin Luther King, Jr., and

191the civil rights movement shall be included at each grade level, with suggestions

192for supporting the respective holidays in honor of those men and the

193accompanying activities (*Education Code* Section 60200.6). In those grade levels

194when the life of King is not directly connected to the historical narrative (e.g.,

195sixth grade), it is acceptable to include this content in a distinct product that is

196included as part of the core program for that grade level. However, these

197materials must be provided to all students using the program.

19821. Where appropriate to the topics being covered, materials highlight the life and

199contributions of Cesar Chavez, the history of the farm labor movement in the

200United States, and the role of immigrants, including Filipino Americans, in that

201movement (*Education Code* Section 51008).

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203Category 2: Program Organization

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2051. Sequential organization of the material provides structure concerning what
206students should learn each year and allows teachers to convey the history–social
207science content efficiently and effectively.

2082. The instructional materials provide instructional content for 180 days of
209instruction for at least one daily class period.

2103. The content is well organized and presented in a manner consistent with
211providing all students an opportunity to achieve the essential knowledge and
212skills described in the standards and framework. The academic language (i.e.,
213vocabulary) specific to the content is presented in a manner that provides explicit
214instructional opportunities for teachers and appropriate practice for all students.

2154. A detailed, expository narrative approach providing for in-depth study is the
216predominant writing mode and focuses on people and their ideas, thoughts,
217actions, conflicts, struggles, and achievements.

2185. Explanations are provided so that students clearly understand the likely
219causes of the events, the reasons the people and events are important, why
220things turned out as they did, and the connections of those results to events that
221followed.

2226. The narrative unifies and interrelates the many facts, explanations, visual aids,
223maps, and literary selections included in the topic or unit. Those components
224clearly contribute directly to students' deeper understanding and retention of the
225events.

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2267. The relevant grade-level standards shall be explicitly stated in both the teacher
227and student editions. Topical or thematic headings reflect the framework and
228standards and clearly indicate the content that follows.

2298. Each topic builds clearly on the preceding one(s) in a systematic manner.

2309. Topics selected for in-depth study are enriched with a variety of materials and
231content-appropriate activities and reflect the framework’s course descriptions.

23210. Each unit presents strategies for universal access, including ways in which to
233improve the vocabulary and reading and language skills of English learners in the
234context of history–social science.

23511. The materials support the development of academic vocabulary for all
236students and provide instruction and opportunities for student practice and
237application in key vocabulary.

23812. Materials explain how history–social science instruction may be improved by
239the effective use of library media centers and information literacy skills.

24013. The tables of contents, indexes, glossaries, content summaries, and
241assessment guides are designed to help teachers, parents/guardians, and
242students.

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244**Category 3: Assessment**

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2461. Assessments in the instructional materials should reflect the goals of Chapter
24719 of the *History–Social Science Framework*. Assessment tools measure what

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248 students know and are able to do, including their analysis skills, as defined by the
249 standards.

2502. Entry-level assessments are provided to help teachers gauge student
251 readiness for embarking upon the instructional program. Information is provided
252 to teachers to help them utilize the results of those assessments to guide
253 instruction and to determine modifications for specific students or groups of
254 students.

2553. Formative assessment tools that publishers include as a part of their
256 instructional materials should provide evidence of students' progress toward
257 mastering the content called for in the standards and framework and should yield
258 information teachers can use in planning and modifying instruction to help all
259 students meet or exceed the standards.

2604. Summative assessments enable teachers to determine when students have
261 achieved mastery of the content and skills outlined in the standards. Summative
262 assessments enable teachers to determine if students can apply knowledge
263 and/or skills learned during a unit to new exercises.

2645. Materials provide frequent assessments at strategic points of instruction by
265 such means as pretests, unit tests, chapter tests, and summative tests.

2666. Materials assess students' progress toward meeting the instructional goals of
267 history–social science through expository writing. Student writing assessments
268 are aligned with the grade-level expectations in the *California Common Core*
269 *State Standards for English Language Arts* (adopted by the State Board of
270 Education in 2013), including both the Writing Standards for K–5 and 6–12 (as

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271applicable), and the Writing Standards for Literacy in History/Social Studies 6–
27212, the *California English Language Development Standards*, and the *English*
273*Language Arts/English Language Development Framework*.

2747. Materials include analytical rubrics that are content-specific and provide an
275explanation of the use of the rubrics by teachers and students to evaluate and
276improve skills in writing, analysis, and the use of evidence.

2778. Assessment tools include multiple measures of student performance, such as
278selected response, short answer, essay, oral presentation, debates and
279speeches, service learning projects, research projects, certificates, and
280performance-based tasks.

2819. Assessment tools measure how students are able to use library media centers
282and information literacy skills when studying history–social science topics.

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284**Category 4: Universal Access**

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2861. The instructional materials should reflect the goals of access and equity
287outlined in Chapter 20 of the *History–Social Science Framework*.

2882. Instructional materials present comprehensive guidance for teachers in
289providing effective, efficient instruction for all students. Instructional materials
290should provide access to the standards and framework-based curriculum for all
291students, including those with special needs: English learners, advanced
292learners, students below grade level in reading and writing skills, and special
293education students in general education classrooms. Materials should include

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294 suggestions for teachers on how to differentiate instruction to meet the needs of
295 students in those groups.

2963. Materials for kindergarten through grade three focus on the content called for
297 in the *History–Social Science Content Standards*, including the Historical and
298 Social Sciences Analysis Skills, and the *History–Social Science Framework* while
299 complementing the goals of the *California Common Core State Standards for*
300 *English Language Arts* and the *English Language Arts/English Language*
301 *Development Framework for California Public Schools* (adopted in 2014).

3024. Materials for grades four through eight provide suggestions to further
303 instruction in history–social science while assisting students whose reading and
304 writing skills are below grade level.

3055. Instructional materials are designed to help meet the needs of students whose
306 reading, writing, listening, and speaking skills fall up to two grade levels below
307 the level prescribed in the English–language arts content standards and to assist
308 in accelerating students' skills to grade level.

3096. Materials must address the needs of students who are at or above grade level.
310 Although materials are adaptable to each student's point of entry, such
311 differentiated instruction is focused on the history–social science content
312 standards.

3137. All suggestions and procedures for meeting the instructional needs of all
314 students are ready to use with minimum modifications.

3158. Materials provide suggestions for enriching the program or assignments for
316 advanced learners by:

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- 317 • Studying a topic, person, place, or event in more depth
- 318 • Conducting a more complex analysis of a topic, person, place, or event
- 319 • Reading and researching related topics independently
- 320 • Emphasizing the rigor and depth of the analysis skills to provide a
- 321 challenge for all students

3229. Materials provide suggestions to help teach English learners the *History–*
323*Social Science Content Standards* while reinforcing instruction based on the
324*California Common Core State Standards for English–Language Arts* and the
325*California English Language Development Standards*—notably to read, write,
326comprehend, and speak at academically proficient levels. Materials provide
327support for Integrated ELD instruction as described in the *English Language*
328*Arts/English Language Development Framework*.

32910. Materials incorporate the principles of Universal Design for Learning (UDL)
330as described in the framework chapter on Access and Equity.

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332**Category 5: Instructional Planning and Support**

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3341. Teacher-support materials are built into the instructional materials and contain
335suggestions and illustrative examples of how teachers can implement the
336instructional program.

3372. The teacher and student materials present ways for all students to learn the
338content and analysis skills called for in the standards and the framework.

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3393. Directions are explicit regarding how the analysis skills are to be taught and
340assessed in the context of the content standards.

3414. Instructional materials provide a road map for teachers to follow when they are
342planning instruction while leaving them the flexibility and freedom to organize
343units around student inquiry.

3445. Teacher and student materials are coordinated so that teachers can easily
345locate places where students are working (e.g., have correlating page numbers
346in print materials or corresponding references in electronic materials).

3476. Instructional materials include a teacher-planning guide describing the
348relationships between the components of the program and how to use all the
349components to meet all the standards.

3507. Publishers provide teachers with easily accessible and workable instructional
351examples and students with practice opportunities as they develop their
352understanding of the content and analysis skills.

3538. Blackline masters are accessible in print and in digitized formats and are easily
354reproduced. Black areas shall be minimal to require less toner when printing or
355photocopying.

3569. The teacher materials describe what to teach, how to teach, and when to
357teach.

35810. Terms from the standards and framework are used appropriately and
359accurately in the instructions.

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36011. All assessment tools, instructional tools, and informational technology

361resources include technical support and suggestions for appropriate use of
362technology.

36312. Electronic learning resources, when included, support instruction and connect
364explicitly to the standards.

36513. The teacher resource materials provide background information about
366important events, people, places, and ideas appearing in the standards and
367framework.

36814. Instructional practices recommended in the materials are based on the
369content in the standards and framework and on current and confirmed research.

37015. Materials discuss and address common misconceptions held by students.

37116. Homework extends and reinforces classroom instruction and provides
372additional practice of skills that have been taught.

37317. Materials include suggestions on how to explain students' progress toward
374attaining the standards.

37518. Materials include suggestions for parents on how to support student
376achievement.

37719. The format clearly distinguishes instructions for teachers from those for
378students.

37920. Answer keys are provided for all workbooks and other related student
380activities.

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38121. Publishers provide charts of the time requirements and cost of staff

382development services available for preparing teachers to implement fully the
383program.

38422. Materials provide teachers with instructions on how outside resources (e.g.,
385guest speakers, museum visits, and electronic field trips) are to be incorporated
386into a standards-based lesson.

38723. Materials provide guidance on the effective use of library media centers to
388improve instruction and on the materials in library media centers that would best
389complement the history–social science content standards and framework.

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