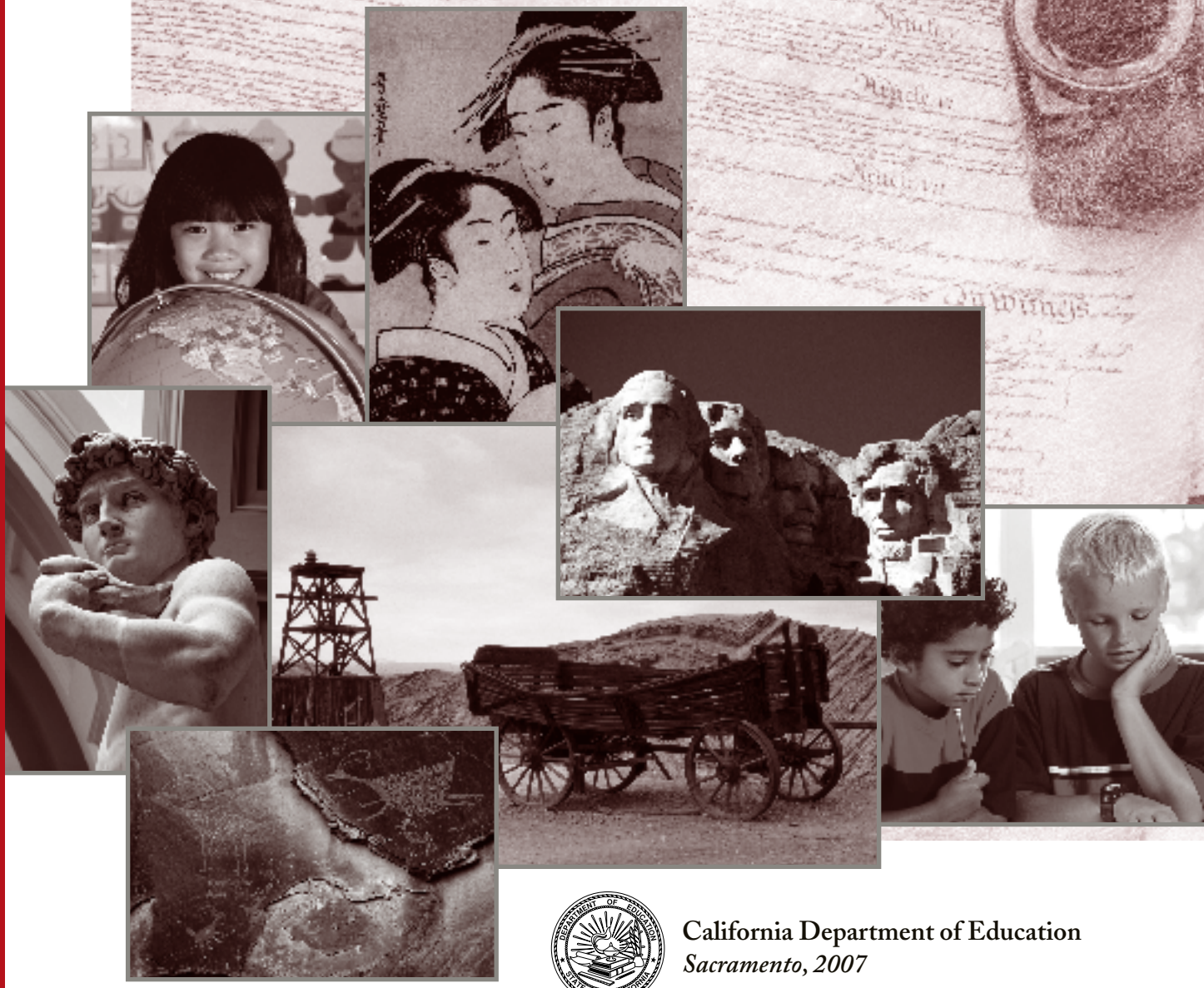
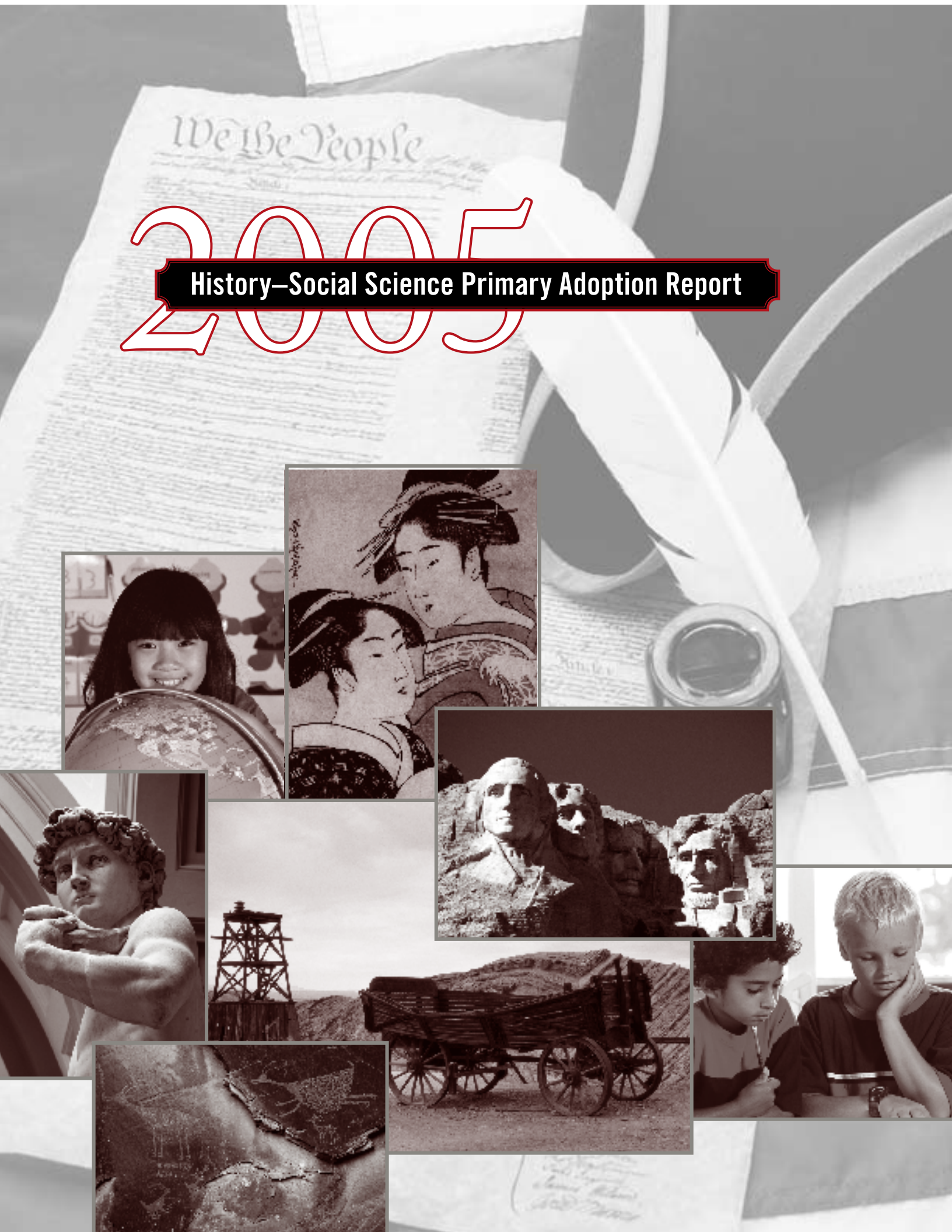
2005 History–Social Science Primary Adoption Report



California Department of Education
Sacramento, 2007

2005 History–Social Science Primary Adoption Report



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THESE PROGRAMS ARE NOT ADOPTED

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Foreword

The 2005 History–Social Science Primary Adoption advances the goal of providing California's students with instructional materials that are rigorous and standards-based and, at the same time, useful as teaching and learning resources.

This report recounts the events and activities that constituted the 2005 History–Social Science Primary Adoption and provides descriptions of the individual programs.

The principal work of framework development and instructional materials evaluation was performed under the auspices of the Curriculum Development and Supplemental Materials Commission and involved advisory panels that included history experts, classroom teachers, administrators, school board members, parents, and university professors. Commissioners and panel members alike were volunteers, and we are most grateful for the many hours of dedicated service they contributed to this work.

The adoption has not only succeeded in delivering more choices of high-quality materials that meet the demanding requirements set forth in the *Criteria for Evaluating Instructional Materials in History–Social Science, Kindergarten Through Grade Eight*, it also has succeeded in addressing the call for materials that are both effective teaching tools and engaging texts with compelling narratives, designed to foster the analytical skills and critical thinking that today's students must develop and master.

Jack O'Connell
State Superintendent of Public Instruction

Kenneth Noonan
President, State Board of Education

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Thanks to publishers of instructional resources that participated in the 2005 History–Social Science Primary Adoption.

Introduction

In October 1998 the State Board of Education (SBE) adopted the *History–Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve*. These standards reflect California's commitment to history–social science education and emphasize historical narrative, highlight the roles of significant individuals throughout history, and convey the rights and obligations of citizenship. They describe what students should know and be able to do at each grade level.

On October 11, 2000, the SBE adopted an updated edition of the *History–Social Science Framework for California Public Schools*, published in 2001. That new edition was aligned to the academic content standards for history–social science adopted by the SBE in 1998. In January 2003 the SBE adopted the *Criteria for Evaluating Instructional Materials in History–Social Science, Kindergarten Through Grade Eight*. The criteria contained in that publication provide a means of evaluating the alignment of instructional materials with the *History–Social Science Content Standards and the History–Social Science Framework*. The criteria were shared with publishers at a briefing in May 2003 and have been posted on the California Department of Education (CDE) Web site. A revised edition of the *Framework* containing the criteria was published by the CDE in January 2005.

The criteria are organized into five categories:

1. **History–Social Science Content/Alignment with Standards:** The content as specified in the *Education Code*, the *History–Social Science Content Standards*, and the *History–Social Science Framework (2001 Updated Edition)*

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

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

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

5. **Instructional Planning and Support:** Instructional materials that are designed for use by teachers in the implementing the *History–Social Science Content Standards* and the *History–Social Science Framework*

The SBE adopted the timeline for the 2005 History–Social Science Primary Adoption on November 13, 2004. Minor revisions were approved by the Curriculum Commission to allow additional time to recruit qualified reviewers as well as time for publishers to respond to deadlines. The timeline reflected the requirements of *Education Code* Section 60200(b)(1), which calls for adoptions to occur "not less than two times every six years" for language arts, mathematics,

science, and history–social science and "not less than two times every eight years" for other subjects. The first instructional materials adoption following the SBE adoption of new evaluation criteria is termed a "primary adoption" and creates a new adoption list. The last primary adoption for history–social science took place in 1999. The 2005 History–Social Science Adoption concluded with the adoption of new instructional materials for kindergarten through grade eight (K–8).

Standards maps were developed by the CDE to help publishers identify where their instructional materials aligned with the *History–Social Science Content Standards*. Publishers then completed the maps and submitted them with their programs to the CDE. The Content Review Panel (CRP) experts and Instructional Materials Advisory Panel (IMAP) members used the maps in their evaluation of programs' alignment with the *History–Social Science Content Standards*.

Only basic instructional materials programs for K–8 were reviewed and recommended for the 2005 History–Social Science Primary Adoption. Because supplementary materials (materials covering less than an entire course) are not considered in a primary adoption, the programs recommended for this adoption were full basic programs that were evaluated for appropriate grade-level content, alignment with the *History–Social Science Content Standards* and the *History–Social Science Framework*, and were determined to have successfully met the evaluation criteria.

Adoption Process

Publishers Invitation to Submit Meeting

A Publishers Invitation to Submit (ITS) meeting was held on January 11, 2005. Publishers were invited to attend the ITS meeting to learn about the process and procedures for submitting K-8 instructional materials for the 2005 History–Social Science Primary Adoption. Each publisher received a copy of the *Publishers Invitation to Submit: 2005 History–Social Science Primary Adoption*, a document that contains all the information necessary for a publisher to participate effectively in the adoption process.

Technical information was provided at the meeting, including an outline of the schedule of significant events, publishers' responsibilities for participating in the adoption, review of the adoption process, overview of the *History–Social Science Content Standards*, the *History–Social Science Framework*, the evaluation criteria, and a review of the logistics of the submission process.

CRP/IMAP Appointment and Training

In November 2004 and in January 2005, the SBE appointed a total of 12 CRP experts and 62 IMAP members on the recommendation of the Curriculum Commission to evaluate twelve submitted history–social science programs. They composed eight review panels.

The IMAP members included classroom teachers, district coordinators, and administrators with experience in history–social science. The CRP experts included those with doctorate degrees in history or related fields. The CRP experts served, in their respective areas of expertise, as content advisers to the IMAP members.

Staff of the CDE's Curriculum Framework and Instructional Resources (CFIR) Division assisted the Curriculum Commission in its training of reviewers, which occurred April 5–8, 2005, in preparation for the 2005 History–Social Science Primary Adoption. The training included sessions on the *History–Social Science Framework, the History–Social Science Content Standards*, the evaluation criteria, the legal and social compliance standards, and the adoption process. Publishers made formal presentations on their programs during the training and answered IMAP/CRP questions.

Training was conducted in accordance with the Bagley-Keene Open Meeting Act. Representatives of various publishers and interested members of the public attended the training. Every afternoon, at a predetermined time, training would pause to provide an opportunity for public comment.

CRP/IMAP Review, Deliberations, and Report of Findings

In April 2005 the IMAP members, CRP experts, and Curriculum Commission members received complete sets of instructional materials that were assigned to each panel to review and evaluate according to the criteria. The IMAP members and CRP experts conducted their independent reviews of the history–social science materials during the months of April, May, and June and the beginning of July.

From July 11–14, 2005, IMAP members and CRP experts met in their assigned review panels in Sacramento for deliberations. The IMAP members and CRP experts each shared their individual notes and the citations they developed while performing their independent review. A member of the Curriculum Commission was assigned to act as a facilitator on each panel, and CFIR Division staff provided support to the panels. During deliberations, publishers were provided time to respond to three to five questions posed by the panel members about the publishers' respective programs.

The IMAP members and CRP experts worked collaboratively during the deliberations week to produce a *Report of Findings* for each program. Each *Report of Findings* contained the following sections: Program Summary; Recommendation; Content/Alignment with the Standards; Program Organization; Assessment; Universal Access; Instructional Planning and Support; and Edits and Corrections. The reports included citations that were exemplary (not exhaustive) of the panels' findings and recommendations.

Many of the programs were recommended for adoption pending satisfactory completion of specified edits and corrections. Edits and corrections are defined as inexact language, imprecise definitions, mistaken notions, mislabeling, misspellings, and grammatical errors. Edits and corrections do not include the complete revision or rewriting of chapters or programs or the addition of new content to a program. Changes such as those are not allowed during the adoption process.

Deliberations were conducted in accordance with the Bagley-Keene Open Meeting Act. Representatives of various publishers and interested members of the public attended the panel deliberations. Every afternoon, at a predetermined time, both deliberations would pause to provide an opportunity for public comment.

Legal and Social Compliance Review

The purpose of the legal and social compliance review is to ensure that K-8 instructional materials used in California schools contribute positive influences, healthy messages, and overall optimistic images. The State Legislature established laws and the SBE adopted policies and guidelines for instructional materials to reflect California's diversity and reduce the influence of brand names and corporate logos in instructional materials. The legal and social compliance review process was an important part of the 2005 History–Social Science Primary Adoption and gave the public an opportunity to review the social content in the materials.

Two groups reviewed the programs: (1) individuals serving as CRP experts and IMAP members; and (2) public volunteers from various organizations. The CRP/IMAP members received training in legal and social compliance during the training week, April 5–8, 2005. Forty-six public volunteers received training, reviewed programs, and cited materials June 22–24, 2005.

The reviewers used the standards contained in *Education Code* Sections 60040–60045, 60048, and 60200 and the SBE's policy outlined in *Standards for Evaluating Instructional Materials for Social Content* (2000 Edition). The standards address such areas as the accurate portrayal of cultural and racial diversity; equitable and positive roles for males and females; disabled persons; ethnic and cultural groups; and elderly persons. This adoption was the fifth one to implement

the provisions of Assembly Bill 116 (Mazzoni) (Chapter 276, Statutes of 1999), which prohibits (with certain exceptions) the inclusion of commercial brand names, specific commercial product references, or corporate or company logos in adopted instructional materials.

Reviewers completed a citation form with specific information on perceived violations of the legal and social compliance standards. On June 28, 2005, two Commissioners and one IMAP member met to review all the citations for concurrence. As a result of that review, ten citations were forwarded to publishers. One publisher appealed two citations on September 20, 2005; both appeals were denied. The other eight citations were addressed by publishers' revisions of their materials.

Public Comment and Review

Instructional materials submitted for adoption were displayed for public review and comment beginning April 21, 2005, at 22 Learning Resources Display Centers (LRDCs) throughout the state (see Appendix B). The general public was given a thirty-day opportunity in October 2005 to provide written comments to the SBE on the Curriculum Commission's recommendations. Those public comments were presented to the SBE at its November 2005 meeting.

In addition, the Curriculum Commission held two public hearings—one during the History–Social Science Subject Matter Committee (HSS SMC) meeting on September 29, 2005, and one during the full Curriculum Commission meeting on September 30, 2005—before making its recommendations to the SBE. Extensive public comment was received by the Curriculum Commission, both in writing and in testimony at the public hearings on September 29 and 30, 2005. The Curriculum Commission formed an ad hoc committee to review the public comments and any resulting edits and corrections. The ad hoc committee held a public meeting on October 31, 2005, prior to the SBE meeting and submitted its additional recommended edits and corrections as a last-minute memorandum for incorporation into the Curriculum Commission's report.

In turn, the SBE held a public hearing on November 9, 2005, before taking action on the Curriculum Commission's recommendations.

Curriculum Commission Review and Deliberations

On September 29 and 30, 2005, the members of the Curriculum Commission considered the recommendations of the IMAP members and CRP experts in conjunction with other information to determine whether each program satisfied or did not satisfy the SBE's adopted evaluation criteria for this primary adoption. The criteria include a requirement that the instructional materials provide instruction designed to ensure that students master the *History–Social Science Content Standards* and that the instructional materials reflect and incorporate the content of the *History–Social Science Framework*.

On September 29, 2005, the HSS SMC reviewed the IMAP/CRP *Report of Findings* for each program. Each program was discussed in depth. The discussion included the IMAP members' and the CRP experts' recommendations for minor edits and corrections as well as the findings from each Commissioner's independent review. After the discussion at the HSS SMC level, each

program submission received a roll-call vote. The motion was stated in the affirmative. A majority vote from the HSS SMC was required for any program to be recommended. The HSS SMC forwarded its recommendations to the full Curriculum Commission.

On September 30, 2005, the full Curriculum Commission discussed each program in depth. The discussion covered the IMAP members' and CRP experts' *Report of Findings* and the findings of the individual Commissioners on each program they had reviewed. Following the discussion the Commission Chair asked for a motion and a second on each program submission. Again, the motion was stated in the affirmative, and there was a final roll-call vote for each program. The recommendation for each program was to recommend the program for specific grade levels, with edits and corrections. To be recommended, each program was required to receive the affirmative votes of nine Commissioners. The Curriculum Commission's recommendations were presented to the SBE on November 9 and 10, 2005, for action.

State Board Action

The SBE took action to adopt ten of the submitted programs. The SBE also directed the full Curriculum Commission to reexamine the ad hoc committee's edits and corrections at its next meeting. The SBE directed that the Curriculum Commission should do the following:

- Accept only those edits and corrections that improve the factual accuracy of materials.
- Accept those edits and corrections that do not contradict the Curriculum Commission's requested edits and corrections as approved on September 30.
- Accept no additional edits and corrections.

The Curriculum Commission met on December 2, 2005, to review the ad hoc committee's edits and took action to accept that committee's edits and corrections with some modifications. On January 12, 2006, the SBE created a committee to review the December 2, 2005, actions of the Curriculum Commission regarding the ad hoc committee's edits and corrections in relation to the direction received from the SBE. The committee was also directed to work with CDE staff to review all edits and corrections the committee deemed appropriate and to bring back to the SBE a recommendation on how to proceed. On February 27, 2006, five members of the SBE committee met and heard from 104 persons during the public comment period. The SBE committee recommended the approval of the SBE/CDE staff recommendations to the SBE. The committee's recommendations were sent to the SBE. On March 9, 2006, the SBE adopted the SBE/CDE staff recommendations. Subsequently, a lawsuit against CDE and the SBE was filed with the state Superior Court that delayed the completion of final edits and corrections. On September 1, 2006, the court ruled that the books identified in the lawsuit were not discriminatory and approved them for use in California's classrooms.

Publishers' Responsibilities If Their Programs Are Adopted

According to the provisions of *Education Code* sections 60061 and 60061.5 and the provisions of the *California Code of Regulations, Title 5, Education*, publishers are required to comply with the "most favored nation" clause. This clause ensures that publishers furnish instructional materials to every school district in California at the lowest price or same price offered to other districts in this state or any other state in the nation. In addition, publishers are required to fill a textbook order within sixty days of the date of receipt of a submitted purchase order. Should the publisher or manufacturer fail to deliver instructional materials within sixty days of the receipt of a purchase order from a California school district, the school district may assess as damages an amount of up to $500.00 for each working day the order is delayed beyond sixty calendar days.

Note: Regarding gratis items, on July 12, 2006, a letter was sent to all publishers of K–8 instructional materials regarding gratis list items, reminding them that *Education Code* Section 60061(m) clearly states that "technology-based materials do not include the equipment required to make use of those materials." Further details regarding gratis items can be found on the CDE Web site at: http://www.cde.ca.gov/ci/cr/cf/gratisltrcoesups.asp.

Summary of History–Social Science Adoption Recommendations

Adopted by the State Board of Education on November 9, 2005

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

These Programs Are Not Adopted		
Publisher	*Program Title*	*Grade Levels*
Ballard & Tighe	*Explore America*	5
	Explore the Ancient World	6
	Explore World History	7
Decision Development Corporation	*DDC Social Science Series*	4–6

Special Issues

The following special issues were relevant to the 2005 History–Social Science Primary Adoption:

Review of the consistency of the adoption with the *History–Social Science Framework* pursuant to *Education Code* Section 60200(e)

The SBE adopted fewer than five basic instructional materials programs in history–social science for kindergarten through grade four because fewer than five programs were submitted for those levels.

Instructional Materials Funding Realignment Program

Assembly Bill 1781 (Chapter 802, Statutes of 2002) established the Instructional Materials Funding Realignment Program (IMFRP) starting with the 2002-03 fiscal year. The IMFRP (*Education Code* sections 60420–24) requires districts or county offices of education to use these funds to ensure that each pupil in K–8 is provided with an adopted standards-based textbook or basic instructional materials in reading/language arts, mathematics, science, or history–social science by the beginning of the first school term that commences no later than 24 months after those materials were adopted by the SBE.

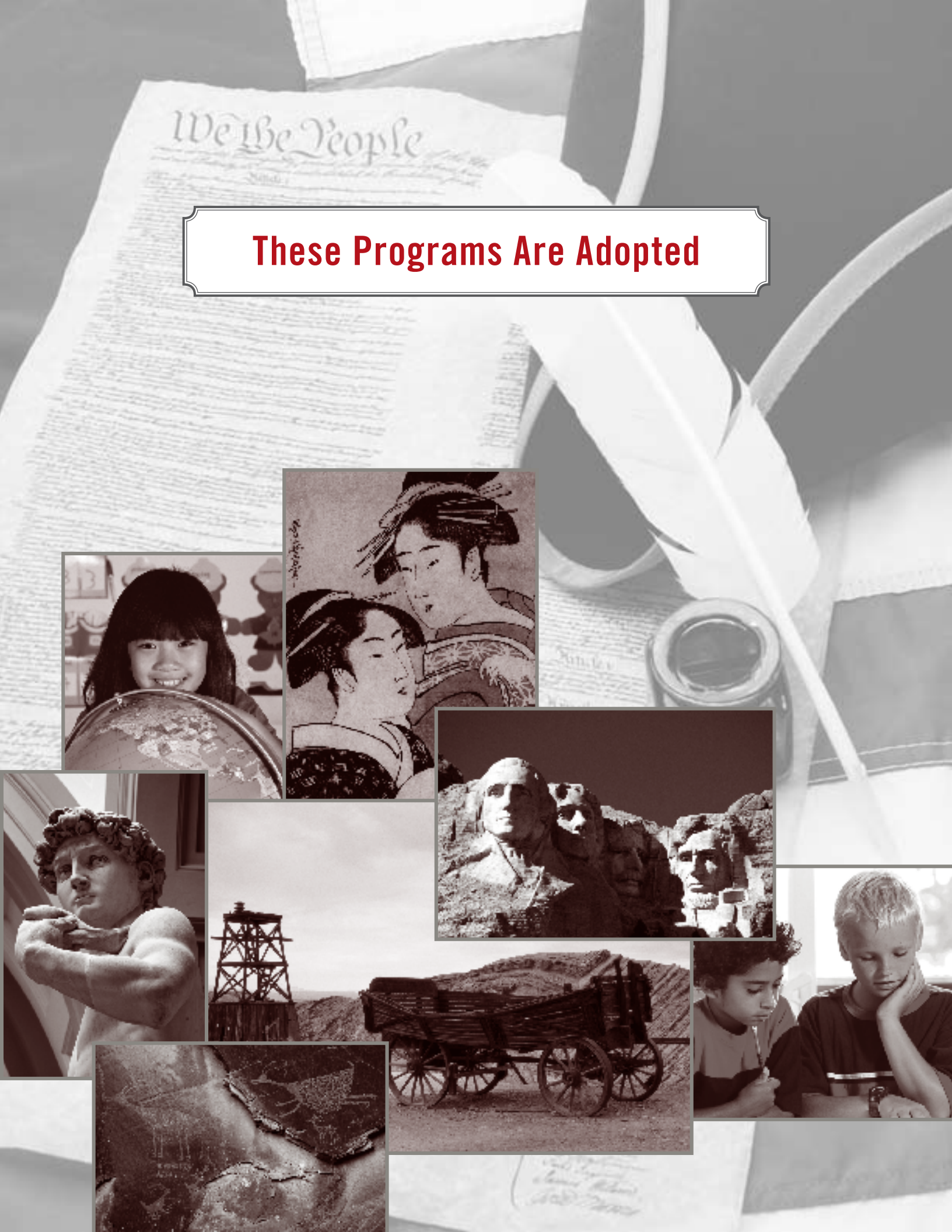
The 2005 History–Social Science Primary Adoption is the first standards-based state adoption to take place since the IMFRP was established in January 2003. Therefore, this is the first adoption in which districts and county offices that accept IMFRP funds are required to provide each pupil in K–8 with instructional materials from this adoption list no later than the start of the school term in fall 2007.

The funding provided in the 2006-07 state budget for the IMFRP is $403,000,000. This is equivalent to approximately $53 per pupil.

For districts and county offices that operate schools for grades nine through twelve, local governing boards are responsible for adopting standards-aligned instructional materials.

Once a local governing board certifies that it has provided each pupil with standards-aligned instructional materials in the four core curriculum areas (reading/language arts, mathematics, science, and history–social science) and has met the public hearing and sufficiency requirements of *Education Code* Section 60119, the district or county office of education may use 100 percent of any remaining IMFRP funds to purchase other instructional materials consistent with the content and cycles of the curriculum frameworks. The local educational agency may also purchase instructional materials for K–8 from other state-adopted materials lists.

These Programs Are Adopted



Publisher: Glencoe/McGraw-Hill

Title of Program: *Discovering Our Past*

Grade Levels: 6–8

COMPONENTS

Discovering Our Past includes a student edition (SE), teacher edition (TE), chapter resource books (CH), assessments (AS), workbook (WK), intervention guide (IN), English learner handbook (EN), universal access guide (UA), study guide (SG), note-taking guide (NG), graphic novels (GR), school-to-home activities (SH), transparencies (TR), art prints (AT), music (MU), primary source collections (PR), and technology-based components including: Teacher Works (TW), testing materials, Internet-based review, VideoQuiz (VQ) and video clips on DVD(VI).

SUMMARY

The SBE Adopted Glencoe/McGraw-Hill's *Discovering Our Past*, with minor edits and corrections, because it is aligned with the content standards and meets the evaluation criteria.

Content/Alignment with Standards

This program meets all the evaluation criteria in this category. It is aligned to the History–Social Science Content Standards.

Program Organization

This program meets the evaluation criteria in this category.

Assessment

This program meets the evaluation criteria in this category by providing strategies and assessments that measure student progress towards standards mastery.

Universal Access

This program meets the evaluation criteria in this category. The program provides explicit instruction for students at all levels of achievement, including English learners.

Instructional Planning and Support

This program meets the evaluation criteria in this category. The program provides a variety of resources to support teachers in implementing the program.

Publisher: Harcourt School Publishers

Title of Program: *Reflections: California Series*

Grade Levels: K–6

COMPONENTS

Reflections includes a student edition (SE), teacher edition (TE), homework and practice book (HP), assessment program (AP), reading support and intervention (RSI), and English learner guide (SEL), readers (RE), music (MU), atlas (AT), interactive time line (TL), primary source collection (PR), transparencies (TR), and a geography skills CD (GE).

SUMMARY

The SBE adopted Harcourt School Publishers' *Reflections*, with minor edits and corrections, because it is aligned with the content standards and meets the evaluation criteria.

Content/Alignment with Standards

This program meets all the evaluation criteria in this category. The program is aligned to the *History–Social Science Content Standards* and reflects current and confirmed research.

Program Organization

This program meets the evaluation criteria in this category. The program is organized in sequence to enable students and teachers to access the content efficiently and effectively.

Assessment

This program meets the evaluation criteria in this category. The program presents strategies for measuring what students know and are able to do.

Universal Access

This program meets the evaluation criteria in this category. The program is understandable to all students, including students eligible for Special Education, English learners, and students whose achievement is either below or above that typical of the class or grade level.

Instructional Planning and Support

This program meets the evaluation criteria in this category. The program provides support for the teacher in implementing the instructional program.

Publisher: Holt, Rinehart and Winston

Title of Program: *Holt California Social Studies*

Grade Levels: 6–8

COMPONENTS

Holt California Social Studies includes a student edition (SE), teacher edition (TE), interactive reader and study guide (IRSG), chapter resource activity files (CRF), workbook (WK), presentations (PP), transparencies (TR), chapter summaries (CS), primary source library (PR), quiz game (QU), videos (VI), music (MU), universal access guide and materials (UA), standards review (CSR), and assessments (AS). Grade 8 includes civics participation activities guides (CPAG), Supreme Court cases (SCCB), and Constitution study guide (CSG).

SUMMARY

The SBE adopted Holt, Rinehart and Winston's *Holt California Social Studies*, with minor edits and corrections, because it is aligned with the content standards and meets the evaluation criteria.

Content/Alignment with Standards

This program meets all the evaluation criteria in this category. The program is aligned to the *History–Social Science Content Standards* and reflects current and confirmed research.

Program Organization

This program meets the evaluation criteria in this category. The program is organized in sequence to enable students and teachers to access the content efficiently and effectively.

Assessment

This program meets the evaluation criteria in this category. The program presents strategies for measuring what students know and are able to do.

Universal Access

This program meets the evaluation criteria in this category. The program is understandable to all students, including students eligible for Special Education, English learners, and students whose achievement is either below or above that typical of the class or grade level.

Instructional Planning and Support

This program meets the evaluation criteria in this category. The program provides support for the teacher in implementing the instructional program.

Publisher: Houghton Mifflin

Title of Program: *Houghton Mifflin History–Social Science*

Grade Levels: K–6

COMPONENTS

Houghton Mifflin History–Social Science includes a pupil edition (PE), teacher edition (TE), independent books (IN), leveled readers (LR), practice book (PR), universal access resources (UA), primary sources plus (PSP), blackline masters (BLM), transparencies (TR), assessments (AS), test generator (TG), lesson planner CD-ROM (LP), videos (VI), maps (MA), and a geography game (GE).

SUMMARY

The SBE adopted Houghton Mifflin's *Houghton Mifflin History–Social Science*, with minor edits and corrections, because it is aligned with the content standards and meets the evaluation criteria.

Content/Alignment with Standards

This program meets all the evaluation criteria in this category. The program is aligned to the *History–Social Science Content Standards* and reflects current and confirmed research.

Program Organization

This program meets the evaluation criteria in this category. The program is organized in sequence to enable students and teachers to access the content efficiently and effectively.

Assessment

This program meets the evaluation criteria in this category. The program presents strategies for measuring what students know and are able to do.

Universal Access

This program meets the evaluation criteria in this category. The program is understandable to all students, including students eligible for Special Education, English learners, and students whose achievement is either below or above that typical of the class or grade level.

Instructional Planning and Support

This program meets the evaluation criteria in this category. The program provides support for the teacher in implementing the instructional program.

Publisher: Macmillan/McGraw-Hill

Title of Program: *California Vistas*

Grade Levels: K–6

COMPONENTS

California Vistas includes a pupil edition (PE), teacher's edition (TE), flipchart (FC), leveled biographies (BI), activity book (AC), atlas (AT), maps (MA), transparencies (TR), English learner program (EL), TeacherWorks CD-ROM (TW), videos (VI), primary sources (PR), Web site (WB), unit newspapers (NE), practice and activity books (PA), blackline masters (BLM), and assessments (AS).

SUMMARY

The SBE adopted Macmillan/McGraw-Hill's *California Vistas*, with minor edits and corrections, because it is aligned with the content standards and meets the evaluation criteria.

Content/Alignment with Standards

This program meets all the evaluation criteria in this category. Instructional materials provide instruction designed to ensure that students master all the *History–Social Science Content Standards*.

Program Organization

This program meets the evaluation criteria in this category. This program is sequentially organized to provide structure, in-depth study, strategies for universal access, and a unified narrative that allows all students an opportunity to achieve the essential knowledge and skills described in the *History–Social Science Content Standards* and *Framework*.

Assessment

This program meets the evaluation criteria in this category. Assessment tools, incorporated throughout the program, present strategies for measuring what students know and are able to do. These tools include multiple choice, short answer, essay, and oral presentation.

Universal Access

This program meets the evaluation criteria in this category. This program provides comprehensive guidance for teachers of students with a variety of needs: English learners, advanced learners, student below grade level in reading and writing skills, and Special Education students. All suggestions and procedures for meeting the needs of all students are ready to use with minimum modification.

Instructional Planning and Support

This program meets the evaluation criteria in this category. The program provides support for the teacher in implementing the instructional program. Resources offer information about important events, people, places, and ideas appearing in the *History–Social Science Content Standards* and *Framework*.

Publisher: McDougal Littell

Title of Program: *McDougal Littell California Middle School Social Studies Series*

Grade Levels: 6–8

COMPONENTS

McDougal Littell California Middle School Social Studies includes a pupil edition (PE), teacher edition (TE), transparencies (TR), reading toolkit (RT), workbook (WK), planner and lesson plans (PL), in-depth resources (RE), primary resources (PR), biographies (BI), assessments (AS), presentations (PP), music (MU), social studies library (LI), and English learner lesson plans (EL).

SUMMARY

The SBE adopted McDougal Littell's *McDougal Littell California Middle School Social Studies Series*, with minor edits and corrections, because it is aligned with the content standards and meets the evaluation criteria.

Content/Alignment with Standards

This program meets all the evaluation criteria in this category. The program is aligned to the *History–Social Science Content Standards* and reflects current and confirmed research.

Program Organization

This program meets the evaluation criteria in this category. The program is organized in sequence to enable students and teachers to access the content efficiently and effectively.

Assessment

This program meets the evaluation criteria in this category. The program presents strategies for measuring what students know and are able to do.

Universal Access

This program meets the evaluation criteria in this category. The program is understandable to all students, including students eligible for Special Education, English learners, and students whose achievement is either below or above that typical of the class or grade level.

Instructional Planning and Support

This program meets the evaluation criteria in this category. The program provides support for the teacher in implementing the instructional program.

Publisher: Oxford University Press

Title of Program: *Oxford History–Social Science Program for California*

Grade Levels: 5–8

COMPONENTS

Oxford History–Social Science Program for California includes student books (SB), teaching guides (TG), student study guides (SSG), and primary sources (PR).

SUMMARY

The SBE adopted Oxford University Press's *Oxford History–Social Science Program for California* for grades 5–8, with minor edits and corrections, because it is aligned with the content standards and meets the evaluation criteria at those grade levels.

Content/Alignment with Standards

This program meets all the evaluation criteria in this category. The grade levels are aligned to the *History–Social Science Content Standards* and reflect current and confirmed research.

Program Organization

This program meets the evaluation criteria in this category. The program is organized in sequence to enable students and teachers to access the content efficiently and effectively.

Assessment

This program meets the evaluation criteria in this category. The program presents strategies for measuring what students know and are able to do.

Universal Access

This program meets the evaluation criteria in this category. The program is understandable to all students, including students eligible for Special Education, English learners, and students whose achievement is either below or above that typical of the class or grade level.

Instructional Planning and Support

This program meets the evaluation criteria in this category. The program provides support for the teacher in implementing the instructional program.

Publisher: Pearson Prentice Hall

Title of Program: *Prentice Hall Social Studies*

Grade Levels: 6–8

COMPONENTS

Prentice Hall Social Studies includes a student edition (SE), teacher's edition (TE), interactive student edition (ISE), interactive TE (ITE), teaching resources (TR), *Presentation Express* CD (PE), transparencies (TRN), *Interactive Reading and Notetaking Study Guide* (IRSG), *Social Studies Skill Tutor* CD (SSST), videos (VI), assessments (AS), test bank CD (TB), quiz show CD (QU), presentations (PR), and assessment rubrics (RU).

SUMMARY

The SBE adopted Pearson Prentice Hall's *Prentice Hall Social Studies*, with minor edits and corrections, because it is aligned with the content standards and meets the evaluation criteria.

Content/Alignment with Standards

This program meets all the evaluation criteria in this category. The program is aligned to the *History–Social Science Content Standards* and reflects current and confirmed research.

Program Organization

This program meets the evaluation criteria in this category. The program is organized in sequence to enable students and teachers to access the content efficiently and effectively.

Assessment

This program meets the evaluation criteria in this category. The program presents strategies for measuring what students know and are able to do.

Universal Access

This program meets the evaluation criteria in this category. The program is understandable to all students, including students eligible for Special Education, English learners, and students whose achievement is either below or above that typical of the class or grade level.

Instructional Planning and Support

This program meets the evaluation criteria in this category. The program provides support for the teacher in implementing the instructional program.

Publisher: Pearson Scott Foresman

Title of Program: *Scott Foresman History–Social Science for California*

Grade Levels: K–5

COMPONENTS

Scott Foresman History–Social Science for California includes a student text (ST), teacher resources binder (TRB), transparencies (TR), primary sources (PR), biographies (BI), content readers (CR), atlas (AT), a flip-chart (FC), literature books (LB), maps (MA), activities (AC), and digital resources (DP) including: videos (VI), music (MU), games (GA).

SUMMARY

The SBE adopted Pearson Scott Foresman's Scott Foresman *History–Social Science for California*, with minor edits and corrections, because it is aligned with the content standards and meets the evaluation criteria.

Content/Alignment with Standards

This program meets all the evaluation criteria in this category. The program is aligned to the *History–Social Science Content Standards* and reflects current and confirmed research.

Program Organization

This program meets the evaluation criteria in this category. The program is organized in sequence to enable students and teachers to access the content efficiently and effectively.

Assessment

This program meets the evaluation criteria in this category. The program presents strategies for measuring what students know and are able to do.

Universal Access

This program meets the evaluation criteria in this category. The program is understandable to all students, including students eligible for Special Education, English learners, and students whose achievement is either below or above that typical of the class or grade level. Strategies for English Learner students are embedded throughout the program.

Instructional Planning and Support

This program meets the evaluation criteria in this category. The program provides support for the teacher in implementing the instructional program.

Publisher: Teachers' Curriculum Institute

Title of Program: *History Alive! California Middle Schools Program*

Grade Levels: 6–8

COMPONENTS

History Alive! consists of a student edition (SE), lesson guides (LG), *Interactive Student Notebook* (ISN), online resources (OLR), placards (PL), overhead transparencies (OT), audio CD (CD), and California Standards Mastery Guide for Teachers (CA.)

SUMMARY

The SBE adopted Teachers' Curriculum Institute's *History Alive! California Middle Schools Program*, with minor edits and corrections, because it is aligned with the content standards and meets the evaluation criteria.

Content/Alignment with Standards

This program meets all the evaluation criteria in this category. The program is aligned to the *History–Social Science Content Standards* and reflects current and confirmed research.

Program Organization

This program meets the evaluation criteria in this category. The program is organized in sequence to enable students and teachers to access the content efficiently and effectively.

Assessment

This program meets the evaluation criteria in this category. The program presents strategies for measuring student outcomes.

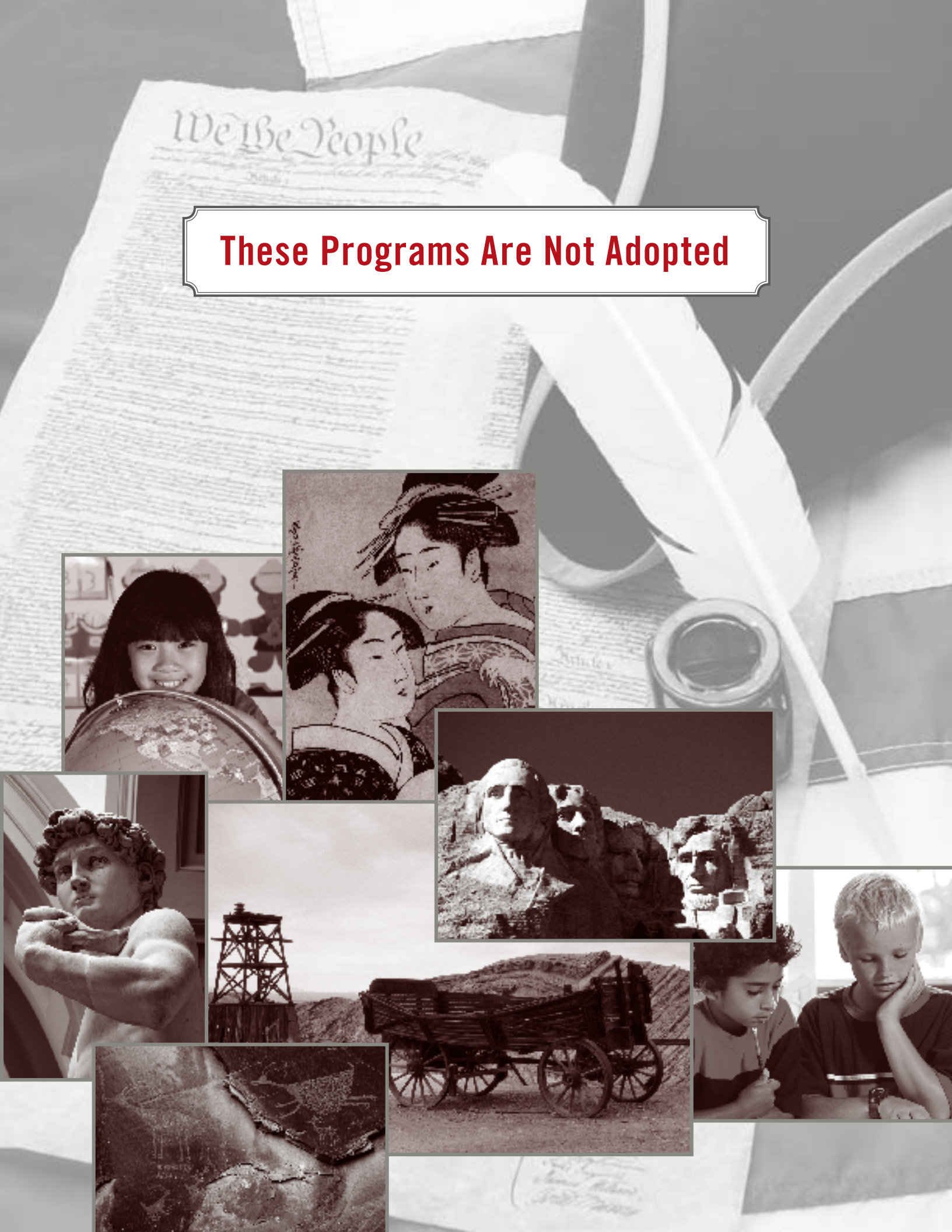
Universal Access

This program meets the evaluation criteria in this category. This program provides access for all students including those eligible for special instruction, English learners, and students who achieve below or above grade level.

Instructional Planning and Support

This program meets the evaluation criteria in this category. The program provides support for teachers to successfully implement the program.

These Programs Are Not Adopted



Publisher: Ballard & Tighe

Title of Program: *Explore America, Explore the Ancient World, Explore World History*

Grade Levels: 5–7

COMPONENTS

Each grade level in the *Explore Series* has a student textbook (SE), historical anthology (HA), dictionary (DI), teacher's guide (TG), support resources, assessment tools (AT), transparencies (TR), time lines (TL) and web sites (WB).

SUMMARY

The SBE did not adopt Ballard & Tighe's *Explore Series*, because it does not meet Criteria Category 1 and is not aligned with the content standards. It does not holistically meet Criteria Category 2: Program Organization, nor Criteria Category 5: Instructional Planning and Support.

Content/Alignment with Standards

The content standards are not addressed in the program.

Program Organization

The program is not well-organized and is not written in a detailed, expository narrative providing in-depth study as the predominant writing mode in a set of seven books for students and an American Historical Anthology for students to access the content.

Assessment

This program meets the evaluation criteria in this category. The program presents strategies for measuring what students know and are able to do.

Universal Access

This program meets the evaluation criteria in this category. This program is accessible to all students, including students eligible for special education, English learners, and students whose achievement is either below or above grade level.

Instructional Planning and Support

The program provides insufficient support for the teacher in implementing the instructional program. Instructional materials do not provide a clear road map for teachers to follow when they are planning instruction. The program does not clearly describe the relationships between the components of the program and how to use all the components to meet the standards. The teacher's edition does not clearly describe what to teach, how to teach, and when to teach.

Publisher: Decision Development Corporation

Title of Program: *DDC Social Science Series*

Grade Levels: 4–6

COMPONENTS

DDC Social Science Series is a technology-based program with a teacher CD (TE), student CD (ST), implementation guide CD (IM), and resource kit (RE) including magazines (MG) and maps (MA). The CDs include lessons (LE), overviews (OV), storylines (SL), investigations (IN), simulation activities (SI), timelines (TI), knowledge base (KB), Teacher Tips (TT), and assessments (AS).

SUMMARY

The SBE did not adopt Decision Development Corporation's *DDC Social Science Series* because it does not meet criteria Category 1 and is not fully aligned with the History–Social Science Content Standards. When considered holistically, the program does not satisfy criteria categories 2-5.

Content/Alignment with Standards

The program does not meet the evaluation criteria in this category. Although some content is present in the program, the program is not designed to ensure that students master the History–Social Science content standards.

Program Organization

This program does not meet the evaluation criteria in this category. Content is not well organized and presented in a manner consistent with providing all students opportunities to achieve the essential knowledge and skills described in the standards and framework.

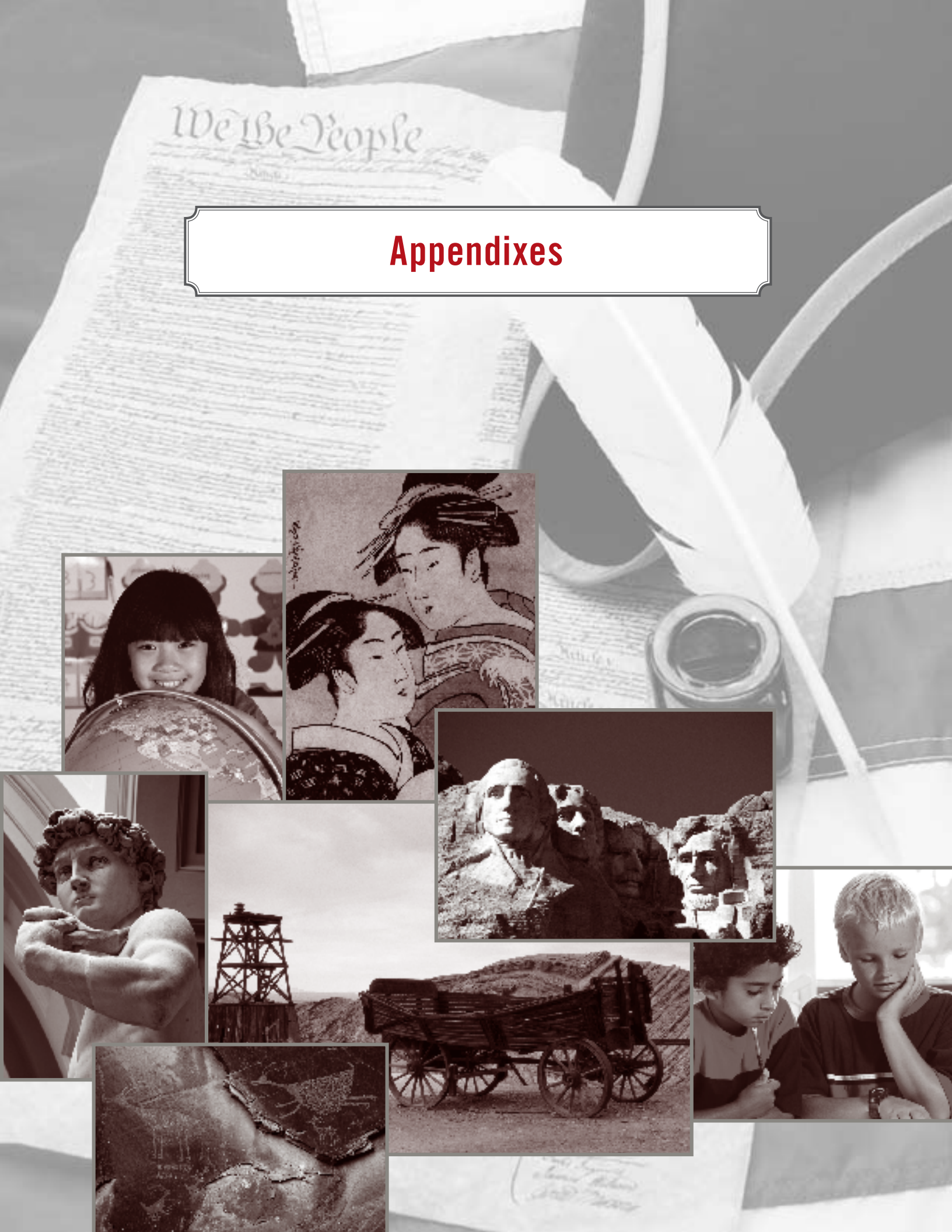
Assessment

This program does not meet the evaluation criteria in this category. Materials do not include content specific analytical rubrics.

Universal Access

The program does not meet the evaluation criteria in this category. The instructional materials do not present comprehensive guidance for teachers in providing effective, efficient instruction for all students.

Appendixes



Appendix A

Criteria for Evaluating History–Social Science Instructional Materials: Kindergarten Through Grade Eight

This document provides criteria for evaluating the alignment of instructional materials with the *History–Social Science Standards for California Public Schools* (2000) and the *History–Social Science Framework for California Public Schools (2001 Updated Edition)*. The content standards were adopted by the California State Board of Education in October 1998. They describe what students should know and be able to do at each grade level. The updated framework was adopted by the State Board of Education in October 2000. It incorporates the standards and includes instructional guidelines. The framework, together with the standards, defines the essential skills and knowledge in history–social science that will enable all California students to enjoy a world-class education.

The instructional materials must provide guidance for the teacher to present the content standards and curriculum at each grade level and to teach students all the analysis skills required for the grade spans. Students should be able to demonstrate reasoning, reflection, and research skills. These skills are to be learned through, and applied to, the content standards and are to be assessed only in conjunction with the content standards. Special attention should also be paid to the appendixes in the framework, which address important overarching issues.

In 2005 the State Board of Education adopted a new list of history–social science instructional materials for use in kindergarten through grade eight. This adoption and any follow-up adoption prior to 2011 will be guided by the criteria described below. To be adopted, materials must first meet *in full* Category 1, History–Social Science Content/Alignment with Standards. Materials will be evaluated holistically in the other categories of Program Organization, Assessment, Universal Access, and Instructional Planning and Support. (These criteria may also be used by publishers and local educational agencies as a guide for developing and selecting instructional materials for grades nine through twelve.) To assist the State Board in the evaluation of instructional materials, publishers will use a standards map template supplied by the California Department of Education to demonstrate a program's alignment with the standards.

The criteria are organized into five categories:

1. **History–Social Science Content/Alignment with Standards:** The content as specified in the *Education Code*, the *History–Social Science Content Standards,* and the *History–Social Science Framework (2001 Updated Edition)*

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

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

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

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

History–social science instructional materials must support teaching aligned with the standards and framework. Materials that are contrary to or inconsistent with the standards, framework, and criteria are not allowed. Extraneous materials should be minimal and clearly purposeful.

CATEGORY 1: History–Social Science Content/Alignment with Standards

1. Instructional materials, as defined in *Education Code* Section 60010 (h), provide instruction designed to ensure that students master all the *History–Social Science Content Standards* for the intended grade level. Analysis skills of the pertinent grade-span must be covered at each grade level.

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

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

4. Instructional materials present accurate, detailed content and a variety of perspectives.

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

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

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

8. Throughout the instructional resources the importance of the variables of time and place, when and where, history and geography is stressed repeatedly. In examining the past and present, the instructional resources consistently help students recognize that events and changes occur in a specific time and place. Instructional resources also consistently help students judge the significance of the relative location of place.

9. The history–social science curriculum is enriched with various genres of fiction and nonfiction literature of and about the historical period. Forms of literature such as diaries, essays, biographies, autobiographies, myths, legends, historical tales, oral literature, poetry, and religious literature richly describe the issues or the events studied as well as the life of the people, including both work and leisure activities.

10. Materials on religious subject matter remain neutral; do not advocate one religion over another; do not include simulation or role playing of religious ceremonies or beliefs; do not include derogatory language about a religion or use examples from sacred texts or other religious literature that are derogatory, accusatory, or instill prejudice against other religions or those who believe in other religions.

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

12. For grades six through eight, the breadth and depth of world history to be covered are described in the updated *History–Social Science Framework* in Appendix D, "The World History Sequence at Grades Six, Seven, and Ten: Content, Breadth/Depth, and Coverage Issues with Some Local Options." In addition to the content called for at grade six, instructional materials shall include the grade seven standards on the Roman Empire (standard 7.1 and its sequence) and Mayan Civilization (standard 7.7 and the applicable Mayan aspects of the sequence). In addition to the content called for at grade eight, materials shall include the grade seven content standards on the Age of Exploration, the Enlightenment, and the Age of Reason (standard 7.11 and its sequence).

13. For kindergarten through grade three, instructional materials are distinguished by the inclusion of literature that brings alive people and events for children and teaches ethics, values, and civic responsibility. The literary selections are broadly representative of varied cultures, ethnic groups, men, women, and children and, where appropriate, provide meaningful connections to the other content standards: English–language arts, mathematics, science, and visual and performing arts.

14. Student writing assignments are aligned with the grade-level expectations in the *English–Language Arts Content Standards* (adopted by the State Board of Education in 1997) under the strands "Writing" and "Written and Oral English Language Conventions."

15. Instructional materials use biography to portray the experiences of men, women, children, and youths. Where the standards call for examples (or use "e.g."), materials shall go beyond the listed examples and include the roles and contributions of people from different demographic groups: American Indians, African Americans, Mexican Americans, Asian Americans, European Americans, and members of other ethnic and cultural groups (*Education Code*, Section 60040).

16. Instructional materials, where appropriate, present the contributions of the entrepreneur and labor in the total development of California and the United States (*Education Code*, Sections 51009 and 60040).

17. Instructional materials, where appropriate and called for in the standards, include examples of religious and secular thinkers in history. All materials must be in accordance with the guidance provided in the updated *History–Social Science Framework*, Appendix C, "Religion and the Teaching of History–Social Science," and *Education Code* sections 51500, 51501, 51511, and 51513. The rites and practices of religions must be respected and must not be reenacted or simulated in any manner. When U.S. history is examined, religious matters, both belief and nonbelief, must be treated respectfully and be explained as protected by the U.S. Constitution.

18. Instructional materials, where appropriate, examine humanity's place in ecological systems and the necessity for the protection of the environment (*Education Code* Section 60041).

19. Instructional materials for grades five and eight shall include a discussion of the Great Irish Famine of 1845–50 and the effect of the famine on American history (*Education Code* Section 51226.3[c]).

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

21. Materials emphasize America's multiethnic heritage and its contribution to this country's development while explaining how American civic values provide students with a foundation for understanding their rights and responsibilities in this pluralistic society (*Education Code* sections 51226.5 and 60200.6).

22. Materials on American life and history give significant attention to the principles of morality, truth, justice, and patriotism and to a comprehension of the rights, duties, and dignity of American citizenship, inspiring an understanding of and a commitment to American ideals. Examples of memorable addresses by historical figures are presented in their historical context, including the effect of those addresses on people then and now (*Education Code* sections 52720 and 60200.5).

23. Materials for studying the life and contributions of Cesar E. Chavez and the history of the farm labor movement and of Martin Luther King, Jr., and the civil rights movement shall be included at each grade level, with suggestions for supporting the respective holidays in honor of those men and the accompanying activities (*Education Code* sections 51008 and 60200.6).

24. Any gross inaccuracies or deliberate falsifications revealed during the review process will result in disqualification, and any found during the adoption cycle will be subject to removal of the program from the list of state-adopted textbooks. Gross inaccuracies and deliberate falsifications are defined as those requiring changes in content.

25. All authors listed in the instructional program are held responsible for the content. If requested, the authors must be willing to supply proof of authorship. Beyond the title and publishing company's name, the only name to appear on a cover and title page shall be the actual author or authors.

CATEGORY 2: Program Organization

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

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

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

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

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

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

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

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

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

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

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

CATEGORY 3: Assessment

1. Assessment tools measure what students know and are able to do, including their analysis skills, as defined by the standards.

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

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

4. Materials assess students' progress toward meeting the instructional goals of history–social science, most notably by expository writing. Student writing assessments are aligned with the grade-level requirements in the *English–Language Arts Content Standards* under the strands "Writing" and "Written and Oral English Language Conventions."

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

6. Assessment tools include multiple-choice, short answer, essay, and oral presentation.

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

CATEGORY 4: Universal Access

1. Instructional materials shall provide access to the curriculum for all students. Therefore, the following design principles for perceptual alternatives shall be used:

   - To be consistent with federal copyright law, all text for students must be in digital format so that it can easily be transcribed, reproduced, modified, and distributed in braille, large print (only if the publisher does not offer such an edition), recordings, American Sign Language videos for the deaf, or other specialized accessible media exclusively for use by pupils with visual disabilities or other disabilities that prevent the use of standard materials.

   - Written captions and written descriptions must be in digital format for audio portions of visual instructional materials, such as videotapes (for those students who are deaf or hearing impaired).

   - Educationally relevant descriptions must be provided for those images, graphic devices, or pictorial information essential to the teaching of key concepts. (When key information is presented solely in graphic or pictorial form, it limits access for students who are blind or who have low vision. Digital images with an oral description provide not only access for those students but also flexibility for instructional emphasis, clarity, and direction.)

2. Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students. Instructional materials should provide access to the standards and framework-based curriculum for all students, including those with special needs: English learners, advanced learners, students below grade level in reading and writing skills, and special education students.

3. Materials for kindergarten through grade three focus on the content called for in the *History–Social Science Content Standards* and the *History–Social Science Framework* while complementing the goals of the *English–Language Arts Content Standards* and the *Reading/Language Arts Framework for California Public Schools* (adopted in 1999).

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

5. Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall below the level prescribed in the *English–Language Arts Content Standards* and to assist in accelerating students' skills to grade level. Those students whose skills are *significantly* below grade level in reading (two years or more) should be directed to intensive reading instruction.

6. Materials must address the needs of students whose skills are at or above grade level. Although materials are adaptable to each student's point of entry, such differentiated instruction is focused on the *History–Social Science Content Standards*.

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

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

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

9. Materials provide suggestions to help teach English learners the *History–Social Science Content Standards* while reinforcing instruction based on the *English–Language Arts Content Standards*—notably to read, write, comprehend, and speak at academically proficient levels.

10. Materials use the following design principles for "considerate" text:

    - Adequate titles for each selection
    - Introductory subheadings for chapter sections
    - Introductory paragraphs
    - Concluding or summary paragraphs
    - Complete paragraphs, including a clear topic sentence, relevant support, and transitional words and expressions (e.g., *furthermore, similarly*)
    - Effective use of typographical aids, such as boldface print, italics
    - Relevant, standards-aligned visual aids connected to the print: illustrations, photographs, charts, graphs, maps
    - Manageable instead of overwhelming visual and print stimuli
    - Identification and highlighting of important terms
    - List of objectives or focus questions at the beginning of each selection
    - List of follow-up comprehension and application questions

CATEGORY 5: Instructional Planning and Support

1. Teacher support materials, including the required teacher edition, are built into the instructional materials and contain suggestions and illustrative examples of how teachers can implement the instructional program.

2. The teacher and student editions present ways for all students to learn the content and analysis skills called for in the standards.

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

4. Instructional materials provide a clear road map for teachers to follow when they are planning instruction.

5. Teacher and student editions have correlating page numbers.

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

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

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

9. The teacher's edition describes what to teach, how to teach, and when to teach.

10. Terms from the standards are used appropriately and accurately in the instructions.

11. All assessment tools, instructional tools, and informational technology resources include technical support and suggestions for appropriate use of technology.

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

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

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

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

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

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

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

19. The format clearly distinguishes instructions for teachers from those for students.

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

21. Publishers provide charts of the time requirements and cost of staff development services available for preparing teachers to implement fully the program.

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

23. Materials provide guidance on the effective use of library media centers to improve instruction and on the materials in library media centers that would best complement the *History–Social Science Content Standards*.

Appendix B

Learning Resources Display Centers

Both submitted and adopted instructional materials and resources for K–8 can be reviewed at the following locations:

LRDC #1

Humboldt County Office of Education
Humboldt Educational Resource Center

901 Myrtle Avenue
Eureka, CA 95501

Contact: Peg Gardner
(707) 445-7077

LRDC #2

Butte County Office of Education
Instructional Resource Center

5 County Center Drive
Oroville, CA 95965

Contact: Bob Benoit
(530) 532-5814

LRDC #3

Sonoma County Office of Education
Instructional Resources Center

5340 Skylane Boulevard
Santa Rosa, CA 95403

Contact: Jennifer Duckhorn
(707) 524-2837

LRDC #4

Sacramento County Office of Education
Instructional Technology and Learning Resources

10474 Mather Boulevard
Mather, CA 95655

Contact: Ben Anderson,
(916) 228-2351

LRDC #5

Contra Costa County Office of Education
Curriculum and Instruction Department

77 Santa Barbara Road
Pleasant Hill, CA 94523

Contact: Rovina Salinas
(925) 942-5332

LRDC #6

Alameda County Office of Education
Educational Services

313 West Winton Avenue
Hayward, CA 94544

Contact: Hector Garcia
(510) 670-4235

LRDC #7

College of Education
San Francisco State University
Cahill Learning Resources & Media Lab

1600 Holloway Avenue, Burk Hall 319
San Francisco, CA 94132

Contact: Rita Yee
(415) 338-3423

LRDC #8

Stanislaus County Office of Education
Technology Learning Resources

1100 H Street
Modesto, CA 95354

Contact: Joan Binczek
(209) 567-4524

LRDC #9

Santa Clara County Office of Education
Library Service #232

1290 Ridder Park Drive
San Jose, CA 95131-2304

Contact: Diane Perry and Peter Doering
(408) 453-6800

LRDC #10

Merced County Office of Education
Instructional Services

632 West 13th Street
Merced, CA 95340

Contact: John Magneson
(209) 381-6632

LRDC #11

Fresno County Office of Education
School Library and Media Services

1111 Van Ness
Fresno, CA 93721

Contact: Janie Rocheford
(559) 265-3094

LRDC #12

Tulare County Office of Education
Educational Resource Services

7000 Doe Avenue, Suite A
Visalia, CA 93291

Contact: Elainea Scott and Steven Woods
(559) 651-3077

LRDC #13

Kern County Superintendent of Schools
The Learning Center

2020 K Street
Bakersfield, CA 93301

Contact: Anne Santer
(661) 636-4640

Note: **LRDC #14 is now LRDC #A4 (see page 42).**

LRDC #15

University of California
Davidson Library, Curriculum Lab

Santa Barbara, CA 93106-9010

Contact: Lorna Lueck
(805) 893-3060

LRDC #16

Ventura County Superintendent of Schools
Educational Services Center

570 Airport Way
Camarillo, CA 93010

Contact: Patti Johnson
(805) 388-4407

LRDC #17

San Bernardino County Superintendent of Schools
Curriculum and Instruction

4595 Hallmark Parkway
San Bernardino, CA 92407-1834

Contact: Cindy Munz
(909) 386-2666

LRDC #18

Los Angeles County Office of Education
Library Services

12757 Bellflower Boulevard
Downey, CA 90242

Contact: Sharon McNeil
(562) 922-6359

LRDC #19

Los Angeles Unified School District
Textbook Services

1545 Wilshire Boulevard, Suite 200
Los Angeles, CA 90017

Contact: Esther Sinofsky
(213) 207-2280

LRDC #20

Orange County Department of Education
1715 E. Wilshire, Suite 713
Santa Ana, CA 92705

Contact: Sandra Lapham
(714) 541-1052

LRDC #21

University of California, Riverside
Rivera Library

P.O. Box 5900
Riverside, CA 92517-5900

Contact: Ann Frenkel
(951) 827-3715 or (951) 827-4394

LRDC #22

San Diego County Office of Education
Learning Resources Display Center

6401 Linda Vista Road, Room 201
San Diego, CA 92111

Contact: Barbara Takashima
(858) 292-3557

The following LRDCs display adopted instructional materials and resources for K–8 only. They do not review submitted materials and resources prior to adoption.

LRDC #A1

San Mateo County Office of Education

101 Twin Dolphin Drive
Redwood City, CA 94065-1064

Contact: Karol Thomas
(650) 802-5651

LRDC #A2

San Jose State University
King Library

150 East San Fernando
San Jose, CA 95192-0028

Contact: Susan Kendall
(408) 808-2039

LRDC #A3

California State University, Sacramento
Library—Reference Department

2000 State University Drive East
Sacramento, CA 95819-6039

Contact: Rosalind Van Auker
(916) 278-5673

LRDC #A4

California Polytechnic State University
Kennedy Library
Information and Instructional Services

One Grand Avenue
San Luis Obispo, CA 93407

Contact: Jose Montelongo, Ph.D.
(805) 756-7492

LRDC #A5

California State University, Fullerton
Pollak Library, Curriculum Materials Center

800 North State College Boulevard
Fullerton, CA 92834

Contact: Ron Rodriguez
(714) 278-7544
Reference Desk (714) 278-3743

LRDC #A6

Instructional Resources and Technology Department
Monterey County Office of Education

901 Blanco Circle/P.O. Box 80851
Salinas, CA 93912-0851

Contact: Harry Powell
(831) 755-0384

LRDC #A7

Yolo County Office of Education
Learning Resources Display Center

1280 Santa Anita Court, Suite 100
Woodland, CA 95776

Contact: John Roina
(530) 668-3717

06-016 PD062318-660 6-07 2500

California Department of Education
Sacramento, 2007
1430 N Street
Sacramento, CA 95814-5901