

HISTORY SOCIAL SCIENCE FRAMEWORK

FOR CALIFORNIA PUBLIC SCHOOLS

Kindergarten Through Grade Twelve

Publishers
Invitation to Submit
Meeting

History–
Social Science
Instructional
Materials Adoption

January 18, 2017



CALIFORNIA DEPARTMENT OF EDUCATION

Tom Torlakson

State Superintendent of Public Instruction



Welcome and Introductions

Dr. Tom Adams

Deputy Superintendent, Instruction,
Learning, and Standards Support Branch
California Department of Education



Welcome and Introductions

Dr. Stephanie Gregson

Executive Director of the Instructional
Quality Commission,
Director of the Curriculum Frameworks
and Instructional Resources Division



Meeting Purpose

Provide publishers with information about the process and procedures for submitting HSS instructional materials for consideration of adoption by the California State Board of Education



Invitation to Submit

Review of Agenda and Briefing Materials

- Welcome and Overview of Agenda
- Schedule of Significant Events
- Overview of the Evaluation Criteria
- Evaluation Criteria Map & Standards Maps
- Social Content: Overview and Guidelines
- Submission Documents
- Delivery of Materials for Review
- Post-Adoption Requirements
- Q&A



Invitation to Submit

Review of Agenda and Briefing Materials

Contents of the Briefing Folders

- Meeting Agenda
- PowerPoint Presentation
- List of Online Documents
- Blank index cards for questions



Invitation to Submit

Review of Agenda and Briefing Materials

Materials Posted Online

- The *Invitation to Submit* document
- The SBE-adopted HSS Content Standards
- The SBE-adopted HSS Curriculum Framework
- Evaluation Criteria (Chapter 23 of the Framework)
- Intent to Submit Form
- Submission Form
- Evaluation Criteria Map
- Standards Maps for each grade level, K–8
- Instructions for using maps



Invitation to Submit

Bill Honig

Vice Chair, Instructional Quality
Commission

Chair, IQC History–Social Science
Subject Matter Committee



Schedule of Significant Events

<u>Event</u>	<u>Date</u>
✓ Instructional Quality Commission (IQC) approves timeline, reviewer application	May 19, 2016
✓ State Board of Education (SBE) Adoption of Framework/Evaluation Criteria	July 13–14, 2016
✓ SBE approves timeline, reviewer application	July 13–14, 2016
✓ Recruitment of reviewers	July 19–Oct 31, 2016



Schedule of Significant Events

<u>Event</u>	<u>Date</u>
✓ Small publisher fee waiver requests due	Nov. 16, 2016
✓ IQC recommends reviewers to SBE	Nov. 17–18, 2016
✓ IQC approves training materials	Nov. 17–18, 2016
✓ SBE appoints reviewers	Jan. 11–12, 2017
✓ SBE approves training materials and small publisher fee waiver requests	Jan. 11–12, 2017



Schedule of Significant Events

<u>Event</u>	<u>Date</u>
Invitation to Submit Meeting	Jan. 18, 2017
Intent to Submit forms due from publishers	Feb. 1, 2017
Submission Date and deadline for payment of publisher fees to participate in the adoption	March 8, 2017
Reviewer Training	April 24–28, 2017
Materials Deliveries / online posting of student materials	May 12, 2017
Independent Review	May–July 2017



Intent to Submit Form

California 2017 History–Social Science Instructional Materials Adoption

Publisher Name:

___ Yes, we will participate in this adoption process

We will submit instructional materials for the following History–Social Science program(s) and grade level(s):

Program Name(s)	Grade Level(s)

The following two people will be our primary company contacts for this adoption:

	Contact person	Contact person
Name:		
Title:		
E-mail:		
Phone:		

Address for billing:

--

We understand that based upon this form the California Department of Education (CDE) will invoice our company at \$5,000 per grade level, per program (unless otherwise reduced for small business status by the State Board of Education January 11–12, 2017). Payment is due by March 8, 2017, and is non-refundable.

Signature of authorized company representative

Date

Please complete, sign, and return this form no later than 5 p.m. PST February 1, 2017, to David Almquist, CDE Publisher Liaison, at dalmquis@cde.ca.gov. Please submit any questions to same.



Adoption Process

Publisher Fees

- CDE will invoice publishers shortly after the February 1, 2017, Intent to Submit form deadline
- The fee is \$5,000 per grade level of each program submitted
- Payment must be received no later than March 8, 2017
- The fee is non-refundable



Schedule of Significant Events

Event

Date

Invitation to Submit Meeting

Jan. 18, 2017

Intent to Submit forms due from publishers

Feb. 1, 2017

Submission Date and deadline for payment of publisher fees to participate in the adoption

March 8, 2017

Reviewer Training

April 24–28,
2017

Materials Deliveries / online posting of student materials

May 12, 2017

Independent Review

May–July 2017



Adoption Process

Schedule of Significant Events: Key Dates

Reviewer Training Week

April 24–28, 2017

- Facilitator training April 24
- Reviewer training April 25–28
- Publisher presentations April 28

DoubleTree by Hilton Hotel Sacramento

2001 Point West Way
Sacramento, CA 95815
916-929-8855



Schedule of Significant Events

<u>Event</u>	<u>Date</u>
Invitation to Submit Meeting	Jan. 18, 2017
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Schedule of Significant Events

<u>Event</u>	<u>Date</u>
Reviewer Deliberations	July 24–28, 2017
IQC holds public meeting to receive comment	August 2017
IQC makes recommendation	Sept. 2017
SBE holds public meeting to receive comment	Nov. 2017
SBE takes action on recommendation	Nov. 2017



Adoption Process

Schedule of Significant Events: Key Dates

Reviewer Deliberations Week

July 24–28, 2017

DoubleTree by Hilton Hotel Sacramento

2001 Point West Way

Sacramento, CA 95815

916-929-8855



Adoption Process

Detail - Edits and Corrections Process

- No changes can be made after the materials are submitted on May 12, except for authorized edits and corrections.
- Edits and Corrections – Only minor edits and corrections are allowed during the adoption process. Rewrites or content changes are not allowed.



Schedule of Significant Events

<u>Event</u>	<u>Date</u>
Reviewer Deliberations	July 24–28, 2017
IQC holds public meeting to receive comment	August 16–17, 2017
IQC makes recommendation	Sept. 27–28, 2017
SBE holds public meeting to receive comment	Nov. 8–9, 2017
SBE takes action on recommendation	Nov. 8–9, 2017



Schedule of Significant Events

Event	Date
Reviewer Deliberations	July 24–28, 2017
IQC holds public meeting to receive comment	August 16–17, 2017
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Adoption Process

Steps of Instructional Materials Adoption Process

The review of publishers' instructional materials programs involves three aspects:

1. Education content review
2. Social content review
3. Public review and comment



Adoption Process

Public Review and Comment

The adoption process ensures that the public has the opportunity to review and comment on resources considered for SBE adoption.

- Materials available for public review
- Written comments forwarded to the review panels, the IQC, and the SBE
- Public comment during deliberations process
- Three separate public hearings are held prior to adoption



Overview of the Evaluation Criteria

History–Social Science Framework
Adopted by the State Board of Education on July 14, 2016

1 **Chapter 23**

2 **Criteria for Evaluating Instructional Materials: Kindergarten**

3 **Through Grade Eight**

4

5 This document provides criteria for evaluating the alignment of instructional
6 materials 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
9 Education in October 1998. They describe what students should know and be
10 able to do at each grade level. The framework incorporates the standards and
11 includes instructional guidelines for teachers and administrators. The framework,
12 together with the standards, defines the essential skills and knowledge in
13 history–social science that will enable all California students to enjoy a world-
14 class education.

15

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

826

Criteria for Evaluating Instructional Materials: Kindergarten through Grade Eight

- Adopted July 14, 2016
- Specifies instructional materials requirements for the 2017 HSS Adoption
- Online at:
www.cde.ca.gov/ci/hs/im/



Evaluation Criteria

Five Criteria Categories

1. HSS Content/Alignment with the Standards
2. Program Organization
3. Assessment
4. Universal Access
5. Instructional Planning and Support



Evaluation Criteria

Five Criteria Categories

Expectations: To be adopted, programs must

- meet all criteria in Category 1;
- have strengths in each of Categories 2–5.



Understanding the Criteria

- Examples versus requirements
 - “e.g.” or “such as” vs. declarative statements (“shall”)
- Some criteria statements call for multiple things
- Often criteria call for something but do not specify exactly where it must be included (other times, it is very specific)
- If the criteria does not specify something, it is up to the publisher



Understanding the Criteria

- Reviewers will be told that it is their task to evaluate materials in the context of the criteria, not how they would teach the content if they were writing the program.
- It is common to have disagreements about the criteria; this is why we have panels of reviewers that include a majority of teachers.
- It is essential for publishers to be ready to address reviewer questions and concerns at deliberations.



Meeting the Criteria

- “How much is enough?”
- Be prepared for extensive public comment on specific topics in the standards and framework.
- We cannot provide a preliminary evaluation of your materials.
- Refer to the official FAQ for clarification on specific criteria statements.



Evaluation Criteria

Category 1

HSS Content/Alignment with the Standards

- Instructional materials include content as specified in the HSS Standards, including the Historical and Social Science Analysis Skills.



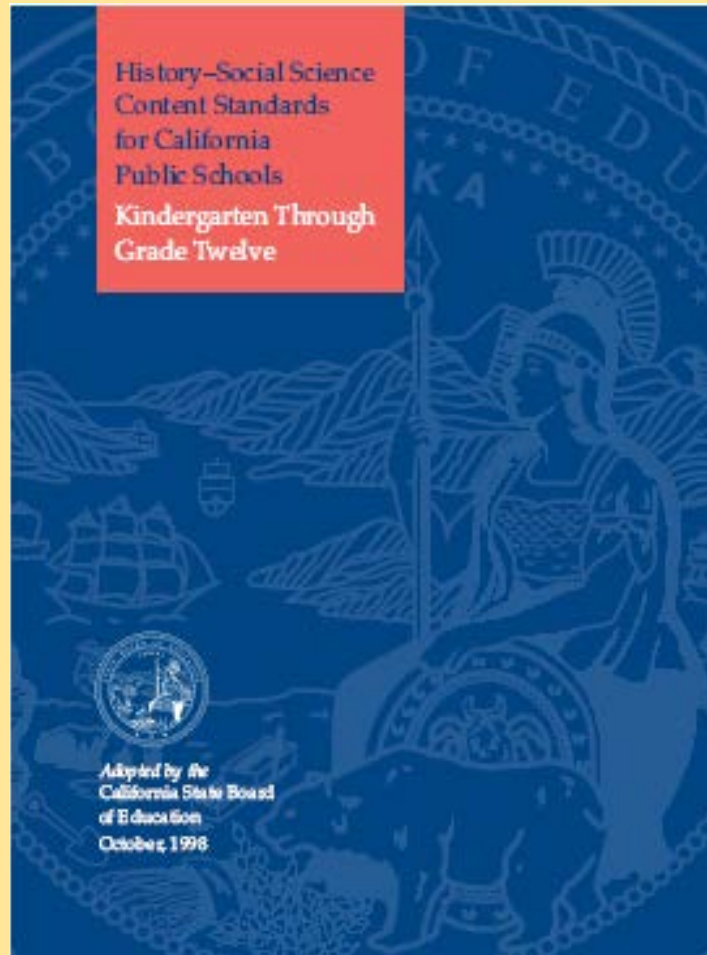
Evaluation Criteria

Category 1

- “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.” (criteria p. 828)
- Do not include references to national standards or standards from other states.



Overview of the Content Standards



- Adopted in 1998
- Organizational basis of the curriculum framework
- Another gatekeeper in this adoption process



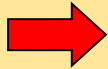
Evaluation Criteria: Criterion 1.1

“Instructional materials, as defined in *Education Code* Section 60010(h), support 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. This instruction must be included in the student edition of the instructional materials; while there can be direction in materials for the teacher to support instruction in the standards, this cannot be in lieu of content in the student edition. The standards themselves must be included in their entirety in the student materials, either at point of instruction or collected together at another location.”

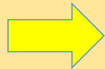


Overview of the Content Standards

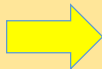
**This is not
a standard**



**This is a
standard**



**This is a
standard**



Grade Two

People Who Make a Difference

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.

2.1 Students differentiate between things that happened long ago and things that happened yesterday.

1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).



Overview of the Content Standards

Kindergarten Through Grade Five



Historical and Social Sciences Analysis Skills

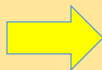
The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed *only in conjunction with* the content standards in kindergarten through grade five.

In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills:

Chronological and Spatial Thinking

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
2. Students correctly apply terms related to time, including *past, present, future, decade, century, and generation*.
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

**Also a
standard**





Overview of the Content Standards

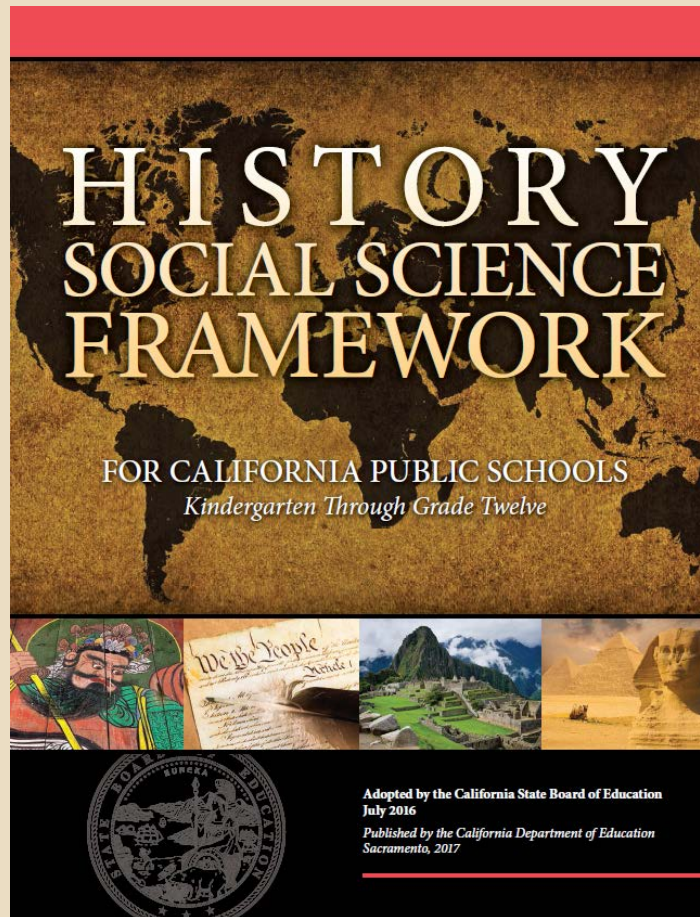
- Standards must be met in full
- Examples (“e.g.”) vs. lists of topics/concepts

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).
2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.



Evaluation Criteria: Criterion 1.2



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



Evaluation Criteria: Criterion 1.2

What does “reflect and incorporate” mean?

- This is a framework-aligned adoption.
- There is no framework map.
- This criteria statement will be evaluated by reviewers at the deliberations.
- Publisher citations on the criteria map should demonstrate how their materials are aligned to the framework.
- Publishers should attend carefully to the content of the framework and be prepared to address questions at deliberations.



Evaluation Criteria: Criterion 1.2

- What about specific curricula and examples referenced in the framework?
 - Classroom examples
 - Curriculum units from the EEI or the CHSSP
 - Other third-party resources
- Publishers are not required to include these items in their programs unless specified.
- Publishers may include outside resources as long as they gain permission from the provider.



Evaluation Criteria: Criterion 1.2

- Areas of divergence in the standards and framework
 - South Asia unit in grade seven
 - History of early Christianity
 - Newer historical interpretations
- Some topics must be included in overlapping grade levels (criterion 1.12 and FAQ questions 41–42).
- It is acceptable to acknowledge historical debates.
- Answers to these and other questions about the framework are in the Publisher FAQ on the CDE Web site.



Evaluation Criteria

Category 1

- Emphasis on Student Inquiry
 - “...utilizing the individual tools of each discipline to investigate a significant question and marshal relevant evidence in support of their own interpretations.” (framework p. 9)
- Criteria statements 1.4, 1.5, 1.6, 1.7, others
- A significant instructional shift in the framework and this adoption



Evaluation Criteria

Category 1

- Alignment to other documents
 - Common Core for ELA/Literacy (1.13)
 - California ELD Standards (1.13)
 - California ELA/ELD Framework (1.13)
 - Environmental Principles and Concepts (1.15)
- The language of the criteria describes the degree of alignment required
- Similar language appears in categories 3 and 4 of the criteria



Evaluation Criteria

Category 2

Program Organization

- Instructional materials support instruction and learning of the standards and include such features as the organization and design of the programs and standards; chapter, unit, and lesson overviews; and glossaries.



Evaluation Criteria

Category 3

Assessment

- Instructional materials include assessments for measuring what students know and are able to do and provide guidance for teachers on how to use assessment results to guide instruction.



Evaluation Criteria

Category 3

Different types and purposes of assessment

- Entry-level
- Formative
- Summative
- Frequent opportunities to assess
- Focus on expository writing
- Rubrics
- Multiple measures
- Information literacy



Evaluation Criteria

Category 3

Alignment to other documents

- HSS Framework: “reflect the goals” of chapter 19
- CCSS for ELA/Literacy, CA ELD standards, and ELA/ELD framework: “writing assignments are aligned with the grade-level expectations” in those documents



History–Social Science Framework

Chapter 19 – Assessment of Proficiency in History–Social Science

- Cites importance of HSS standards, ELA/Literacy standards, and ELD standards
- References inquiry model emphasized throughout the framework
- In-depth discussion of formative assessment (among other types)



Evaluation Criteria

Category 4

Universal Access

- Instructional materials provide access to the standards-based curriculum for all students, including advanced learners, English learners, students below grade level in reading and writing skills, and special education students in general education classrooms.



Evaluation Criteria

Category 4

Alignment to other documents

- HSS Framework: “reflect the goals” of chapter 20
- CCSS for ELA/Literacy, CA ELD standards, and ELA/ELD framework: “complementing the goals,” “reinforcing instruction”
- Support for integrated ELD per the ELA/ELD framework (see also chapters 2 and 9 in the HSS framework)



History–Social Science Framework

Chapter 20 – Access and Equity

- Goal of the framework: support teaching of **all** students
- Criteria has limiting language on which groups must be supported in the submitted materials
- Strategies provided for a range of groups
- Emphasis is on a) identifying needs, and b) providing strategies to address those needs



Evaluation Criteria

Category 5

Instructional Planning & Support

- Information and materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction.



Short Break



Evaluation Criteria Map

Instructions

- The evaluation criteria map lists each criteria statement for all five criteria categories.
- Publishers must complete the evaluation criteria map with citations to the content within their program.
- Complete one evaluation criteria map per program.



Evaluation Criteria Map

- Publishers provide evidence of where in their program coverage of each of the individual statements in each category of the criteria can be found.
- Criteria Category 1: Programs must cover all criteria statements.
- Criteria Categories 2–5: Programs must demonstrate strengths in each category.



Evaluation Criteria Map



2017 History–Social Science Adoption
Evaluation Criteria Map

Program:
Publisher:

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

History–Social Science Content/ Alignment with Standards	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
1. Instructional materials, as defined in <i>Education Code</i> Section 60010(h), support instruction designed to ensure that students master all the <i>History–Social Science Content Standards</i> for the intended grade level. Analysis skills of the pertinent grade span must be covered at each grade level. This instruction must be included in the student edition of the instructional materials; while there can be direction in materials for the teacher to support instruction in the standards, this cannot be in lieu of content in the student edition. The standards themselves must be included in their entirety in the student materials, either at point of instruction or collected together at another location.				
2. Instructional materials reflect and incorporate the content of the <i>History–Social Science Framework</i> .				
3. Instructional materials shall use proper grammar and spelling (<i>Education Code</i> Section 60045).				
4. Instructional materials present accurate, detailed content and a variety of perspectives and encourage student inquiry.				



Evaluation Criteria Map

2017 History–Social Science Adoption
Evaluation Criteria Map

Program:
Publisher:

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

History–Social Science Content/ Alignment with Standards	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
1. Instructional materials, as defined in <i>Education Code</i> Section 60010(h), support instruction designed to ensure that students master all the <i>History–Social Science Content Standards</i> for the intended grade level. Assessments for the full content span must be covered at each grade level. This instruction must be included in the student edition of the instructional materials; while there can be selection in materials for the teacher to support instruction in the standards, this cannot be in lieu of content in the student edition. The standards themselves must be included in their entirety in the student materials, either at point of instruction or collected together at another location.	<div>CITATIONS</div> <div></div>			<div>REVIEWER COMMENTS</div> <div></div>
2. Instructional materials reflect and incorporate the content of the <i>History–Social Science Framework</i> .				
3. Instructional materials shall use proper grammar and spelling (<i>Education Code</i> Section 60045).				
4. Instructional materials present accurate, detailed content and a variety of perspectives and encourage student inquiry.				



Evaluation Criteria Map

2017 History–Social Science Adoption
Evaluation Criteria Map

Program: 2017 HSS Adoption Practice Piece
Publisher: Practice, Inc.

History–Social Science Content/ Alignment with Standards	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
13. Student writing assignments are aligned with the grade-level expectations in the <i>California Common Core State Standards for English Language Arts</i> (adopted by the State Board of Education in 2013), including both the Writing Standards for K–5 and 6–12 (as applicable), and the Writing Standards for Literacy in History/Social Studies 6–12, the <i>California English Language Development Standards</i> , and the <i>English Language Arts/English Language Development Framework</i> .	Grade 2: SE/TE 45-46, 51, 59 Grade 4: SE/TE 23-24, 49-50; AO 40 Grade 5: SE/TE 298-299, 304, 308-309, 311; AO 91 Grade 6: SE/TE 111-114; TE 209A	Y		Good citations. Overall the materials address this criterion with a broad range of writing activities. Another good example is Grade 5, SE/TE 211-213, and the writing activities in the PB, e.g. pages 44, 56, and 79.
14. Instructional materials use biography to portray the experiences of men, women, children, and youths. Materials shall include the roles and contributions of people from different demographic groups: Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the total development of California and the United States (<i>Education Code</i> Section 60040).	Grade 1: TE 14A-B, 75D Grade 3: SE/TE 22-23, 46-48 Grade 4: SE/TE 31, 56; TE 17A-B Grade 5: SE/TE 314, 324-325, 337		N	While most groups were covered, I could not find any examples of LGBT persons included anywhere other than a single mention in grade four.
15. Instructional materials, where appropriate, examine humanity's place in ecological systems and the necessity for the protection of the environment (<i>Education Code</i> Section 60041). Materials include instructional	Grade 2: SE/TE 70 Grade 6: SE/TE 274-275		N	These citations did not reference any content related to this criteria statement.



Standards Maps

- Evaluation Criteria Category 1, statement 1, stipulates inclusion of content covering all of the grade level standards, including the analysis skills.
- Standards maps provide evidence of alignment to the standards.
- Publishers must complete a standards map for each grade level in their program.
- Programs must address all identified standards.



Standards Maps

Publisher:

Program Title:

Components:

|

Standards Map – 2017 History–Social Science Adoption Grade Four –California: A Changing State

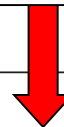
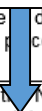
Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
4.1	Students demonstrate an understanding of the physical and human geographic features of California.				
4.1.1	Explain how latitude and longitude determine the absolute locations of places in California and on Earth.				
4.1.2	Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.				
4.1.3	Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, <u>climate</u>) affect human activity.				
4.1.4	Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.				
4.1.5	Use maps, charts, and pictures to describe the physical and human geography of California.				

STANDARDS

CITATIONS

**REVIEWER
COMMENTS**





Standards Maps

Publisher:
Program Title:
Components:

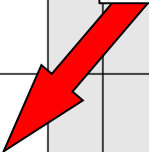


Step 1 – Fill in header

Standards Map – 2017 History–Social Science Adoption Grade Four –California: A Changing State

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and federal government.

Step 2 – Add citations for each standard



Standard	Standard Language	Publisher Citations	Me Stan Y	and
4.1	Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.			
4.1.1	Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.			
4.1.2	Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.			
4.1.3	Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, <u>climate</u>) affect human activity.			
4.1.4	Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.			
4.1.5	Use maps, charts, and pictures to describe			



Standards Maps

Header (Step 1)

Example:

Publisher: ABC Publisher, Inc.

Program Title: *HSS Program California*

Components: Student Edition (SE),
Teacher Edition (TE), Workbook (WB),
Audio CD (CD)



Standards Maps

Publisher Citations (Step 2)

Provide evidence that each standard is covered in the program.

Select those citations that indicate the places in the program where a specific standard is taught in-depth.



Standards Maps

Exemplars
are the best
locations in
the
instructional
materials
where the
standard is
taught

Publisher: HSS Publisher

Program Title: California History–Social Science

Components: Teacher Edition (TE), Student Edition (SE), Digital Student Edition (DSE), Digital Student Workbook (DSWB)

Standards Map – 2017 History–Social Science Adoption Grade Five – United States History and Geography: Making a New Nation

Students in grade five study the development of the nation up to 1850, with an emphasis on the early explorers who arrived, and why they came. Students learn about the colonial government founded on the traditions of self-government. They recognize that ours is a nation that has a constitution that once sanctioned slavery, that experienced conflict over land with the original inhabitants across the continent. Studying the cause, course, and consequences of the early exploration to students' fundamental understanding of how the principles of the American republic were

Standard	Standard Language	Publisher Citation	TE	SE	DSE	DSWB
5.1	Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.	SE/TE Unit 1, pp. 40, 62-64, 120; TE Unit 1 pp. 133a-133d; TE Unit 2 pp. 168-170				
5.1.1	Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.	DSE (p. 30) http://dx.doi.org/10.1003/0470841579/ch2j DSWB (p. 14-15) doi.10.1003/0470841579/ch1				
5.1.2	Describe their varied customs and folklore traditions.	DSE http://courseware.hsspub.com/grade5/unit1/ebook.html				
5.1.3	Explain their varied economies and systems of government.	SE/TE Unit 1 pp. 62-64, 104-105, Unit 2 pp. 161-170				

Component Info
with abbreviations

Citation Format:
SE/TE Unit 1, pp. 40,
62-64, 120; TE Unit 1
pp. 133a-133d.

Digital Object
Identifier [DOI]

URL



Standards Maps

Things to Avoid

Standard	Standard Language	Publisher Citations	Meets Standard		Review
			Y	N	
	RESEARCH, EVIDENCE, AND POINT OF VIEW				
(1)	Students differentiate between primary and secondary sources.	SE/TE pp. 8, 15, 20, 23-24, 41, 44, 48, 56, 58, 61, 66-67, 70, 74, 84, 88, 98, 103, 106, 111-112, 120-121, 124, 128, 132, 135, 138, 144-148, 162, 166, 174, 184, 192, 201, 203-204, 211, 215, 220, 225, 232, 244-245, 252, 269, 288, 286, 301-302, 304, 306, 308, 309, 311, 314, 319-321, 324, 326, 344, 348, 368, 372, 376, 380, 396, 400, 404, 434, 442, 450, 458, 462, 466, 468-470 TE pp. iii, ix-x, xii-xiii, 11a-b, 21a-b, 26d, 74a, 98a-b, 136a-b, 168a-b, 198d, 240a-b, 262a, 294a-b, 302d, 330a-b, 352a-b, 370a, 382a, 399a-b, 412a, 444a-b, 464a-b, 470a, 474, 488a-b, 490d, 491a-b			
(2)	Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	SE/TE pp. 4, 11, 15, 21, 23-24, 70, 74, 80, 82-83, 120-121, 124, 128, 132, 135, 138, 144-148, 164, 167, 172, 184, 192, 201, 203-204, 211, 215, 220, 228, 231, 244-245, 252, 269, 288, 286, 304-309, 313-314, 319-321, 324, 326, 344, 348, 368, 372, 376, 380, 396, 400, 404			

**Too many citations
Just need exemplars**





Standards Maps

Things to Avoid

Remember that the numbered analysis skills are treated like any other standard

Standard	Standard Language	Publisher Citation			
Historical and Social Sciences Analysis Skills The intellectual skills noted below are to be learned through, and applied to, the content only in conjunction with the content standards in kindergarten through grade five. <i>In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning,</i>					
	CHRONOLOGICAL AND SPATIAL THINKING				
(1)	Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.	SE/TE pp. 41, 56, 101, 144, 202-205 TE pp. 104a-b, 156d.			
(2)	Students understand the relationship between time and space; they understand how events are related to time, place, and space.	There is no specific lesson that addresses this standard, but there are resources in the program that the teacher can use to do so.			
(3)	Students understand similarities and differences between the past and the present, and how some things change over time and some things stay the same.	SE/TE pp. 264, 299, 304. TE pp. 286a-b.			
(4)	Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.	Teacher Opportunity – the Universal Map Builder can be used to create activities in each unit to address these skills.			
(5)	Students use map and globe skills to determine the relative locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.				

Non-specific descriptions are not citations



Social Content

Overview

- The standards and categories for social content are listed within the SBE document “Standards for Evaluating Instructional Materials for Social Content” available online.
- Reviewers will evaluate for social content compliance while conducting their content review.



Social Content

Purpose

- Dispel erroneous stereotypes.
- Represent the cultural and racial diversity of our society.
- Recognize the contributions of ethnic groups, the disabled, the elderly, and both males and females.
- Portray all groups in a positive manner
- Eliminate inappropriate references to commercial brand names, products, and corporate or company logos.



Social Content

Categories

- Male and Female Roles
- Ethnic and Cultural Groups
- Sexual Orientation and Gender Identity
- Older Persons and the Aging Process
- People with Disabilities
- Entrepreneur and Labor
- Religion
- Ecology and the Environment



Social Content

Social Content Categories

- Dangerous Substances
- Thrift, Fire Prevention, and Humane Treatment of Animals and People
- Declaration of Independence and the Constitution of the United States
- Brand Names and Corporate Logos
- Diet and Exercise



Social Content

Social Content: Definition of Terms

Three definitions are critical in the review of instructional materials because they account for the most citations.

Adverse reflection:

Any description, depiction, label, or rejoinder that tends to demean, stereotype, or patronize those groups listed in the standards (i.e., male/female, ethnic and cultural groups, sexual orientation and gender identity, disabled persons, older persons and the aging process, entrepreneur and labor, and religion).



Social Content

Social Content: Definition of Terms

Equal portrayal:

Instructional materials containing references to, or illustrations of, people must refer to both sexes approximately evenly, in both number and degree of importance, except as limited by accuracy or special purpose.

Proportion of portrayals:

Instructional materials containing references to, or illustrations of, people must portray accurately, to the extent possible, the roles and contributions of a fair proportion of diverse ethnic groups, especially those referenced in the statute (Section 60040[b]).



Social Content

Social Content: Definition of Terms

Achievements:

When the developments in history; current events; or achievements in art, science, or any other field are presented, the contributions of men and women; people of lesbian, gay or bisexual orientation and transgendered persons; minority persons; and the disabled must be included when it is appropriate and historically accurate to do so.



Social Content

Male/Female Roles

- Depictions, descriptions, or labels of male and female roles must not demean, patronize, or stereotype.
- Present equal illustrations, both in number and importance, of male/female figures.
- Present equal portrayal in occupations and range of careers.
- Represent equal presentation of male/female contributions and achievements.
- Present equal presentation in mentally and physically active, creative, problem-solving roles and success/failure in those roles.



Social Content

FAIR Education Act of 2011

Education Code Section 51501:

The state board and any governing board shall not adopt any textbooks or other instructional materials for use in the public schools that contain any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, **sexual orientation, or because of a characteristic listed in Section 220.**

Education Code Section 60040:

b.The role and contributions of Native Americans, African Americans, Mexican Americans, Asian Americans, **Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities,** and members of other ethnic and cultural groups to the total development of California and the United States.



Social Content

Sexual Orientation and Gender Identity

- No adverse reflections based on sexual orientation or gender identity are permitted.
- The contributions of LGBT individuals to the history of California and the United States are referenced in the framework and should be reflected in materials.
- Depictions of LGBT persons in text and illustrations, including similarities in roles, emotions, and socioeconomic status to others.





Social Content

Brand Names & Corporate Logos

1. Omit illustrations of commercial brand names, products, or corporate or company logos, unless necessary to the educational purpose or incidental to a scene of general nature.
2. Do not use prominently any one brand or company.



Social Content

Brand Names & Corporate Logos—Exemptions

Guidelines for Exemptions: Some exemptions to the standards regarding brand names and corporate logos are allowable.

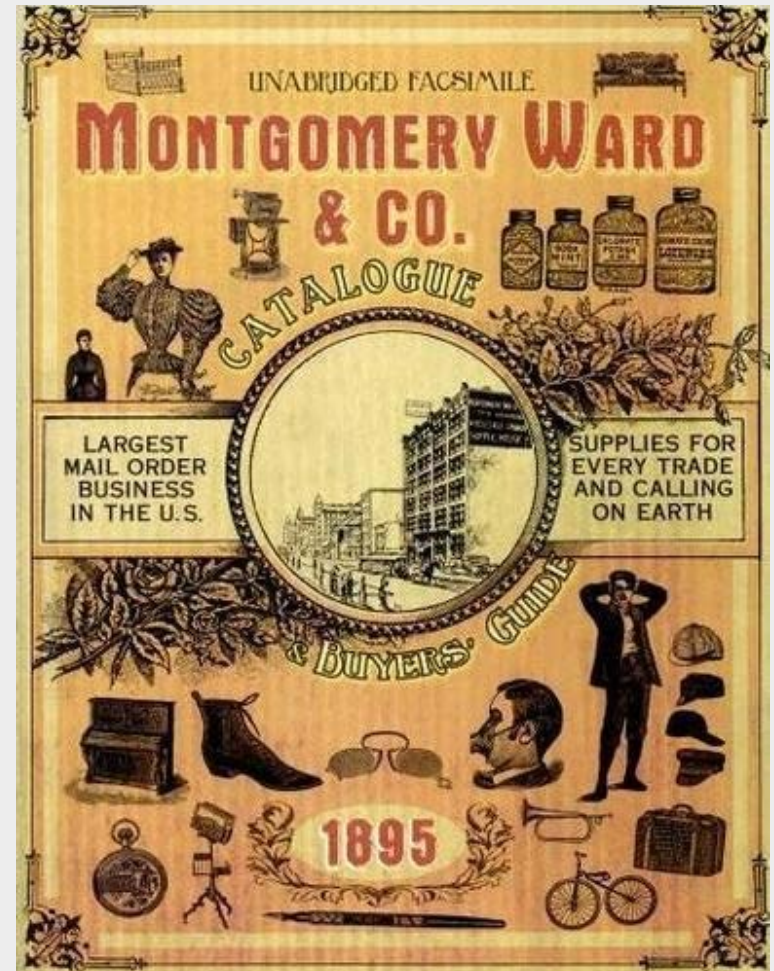
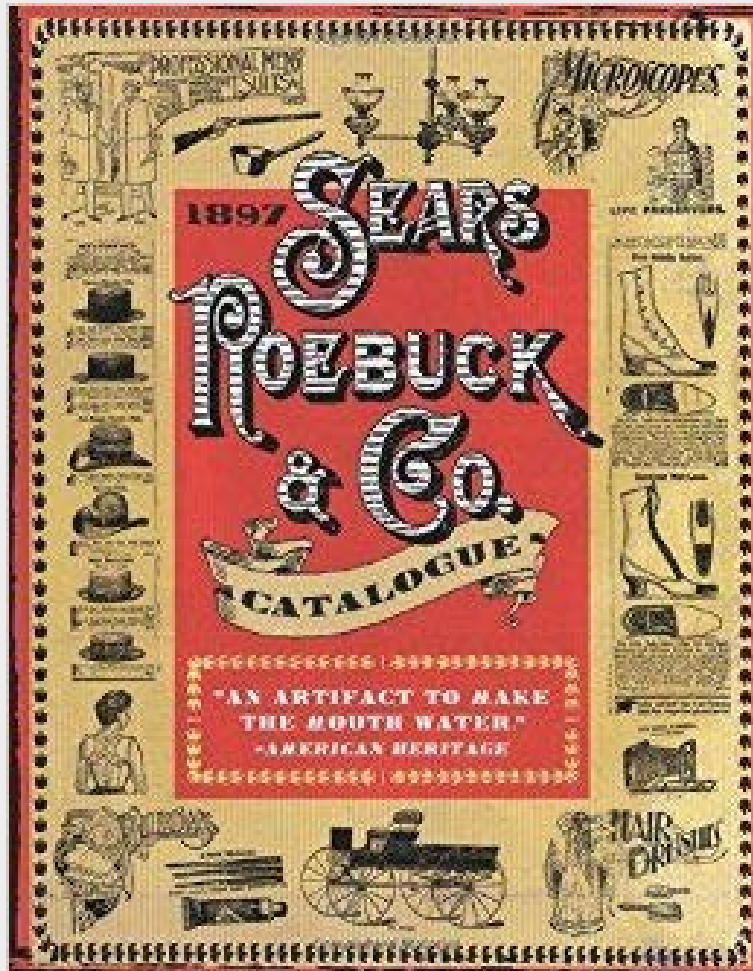
- *Historical Purposes.* The use of a corporate name or product in a historical reference is acceptable.
- *Literature and References to Literature.* Literature is generally exempt from a review for social content and includes previously published novels, short stories, poetry, essays, speeches, non-fiction, musical scores, and folktales.



Social Content

Brand Names & Logos - Exemptions

Exemption for Historical Purposes





Social Content

Brand Names & Corporate Logos—Exemptions

Copyright Protection – Examples

- A publisher may have the corporate name or logo on the front of the book and on a page that provides copyright information.
- A publisher may use a corporate name to refer the reader to another document for further information.



Social Content

Final Resolution

- Review panels will attach to their Reports of Findings any social content citations.
- Publishers may appeal a citation.
- Publishers may correct any cited issues in their materials and still be eligible for adoption.
- Instructional materials not adopted may still be added to the CDE Social Content Database, if they pass the social content review.



Submission Form

Instructions Sheet

2017 History-Social Science Instructional Materials Adoption (K–8)

Publisher Contact Information and Instructional Materials Submission List - INSTRUCTIONS

The Instructional Materials Submission List is the list of materials that you will be submitting for each program.

Excel File General Instructions

1. The file must be a Microsoft Excel file.

Each worksheet/tab within the Excel file will have the following specifications:

2. Information entered into each worksheet/tab is limited to the fields/columns provided.
3. Please complete all information requested in the "Publisher Info" worksheet/tab.
4. When a field is optional, you may leave it blank.
5. Excel files must be sent to dalmquis@cde.ca.gov with the subject line reading, 'MATERIALS SUBMISSION BY [Publisher Name]

Publisher Information Specifications

Publisher: the name of the publisher publishing the program.

Program Name: the overarching title of the program submitted.

Author: the author(s) of the program submitted.

Grade Level(s): grade span of program submitted.

Program Information Specifications

1. Each program should be entered into a separate worksheet/tab. (e.g. Submission 1, Submission 2, etc.)
2. Information entered into each worksheet/tab must only utilize the 12 columns for fields #1 through #12 that have been provided.

Field Descriptions Specifications

#1: ITEM / TITLE

Item/Title is required. (i.e. title name) If item includes multiple titles, provide the title name and ISBN for **all** titles included in item (e.g. bundled items). Submission will **not** be excepted if all information isn't provided for bundled items. For additional assistance with this field please contact David Almquist at dalmquis@cde.ca.gov.



Submission Form

Publisher Information/Technology Contact Sheet

PUBLISHER INFORMATION			
1			
2			
3	PUBLISHER		TECHNOLOGY CONTACT
4	Company Name	Test Publisher	First Name
5			Last Name
6	ADOPTION PRIMARY CONTACT		Title
7	First Name		Address
8	Last Name		City
9	Title		State
10	Address		Zip
11	City		Phone
12	State		Email
13	Zip		
14	Phone		WEB LISTINGS
15	Email		URL for list of free instructional materials
16			URL for public access to student instructional materials
17	CALIFORNIA CONTACT		
18	First Name		TECHNOLOGY REQUIREMENTS
19	Last Name		Internet Access (YES/NO)
20	Title		RAM
21	Address		DISK SPACE
22	City		Screen Resolution
23	State		Internet Browser(s)
24	Zip		Operating System(s)
25	Phone		Additional Requirements
26	Email		
27			SALES INFORMATION FOR PRICE LIST
28			Address
29			City
30			State
31			Zip



Submission Form

General Program Information Sheet

Publisher's Entry	
Program Name:	
Physical Shipment:	
We consider this program to be:	
<input type="checkbox"/>	completely digital
<input type="checkbox"/>	completely print
<input type="checkbox"/>	mostly digital with some print
<input type="checkbox"/>	mostly print with some digital
<input type="checkbox"/>	split fairly evenly between print and digital
<input type="checkbox"/>	other; please describe:



Submission Form

Program Information Sheet(s)

1	Instructional Materials Submission List Template			
2	California Department of Education			
3	* Indicates Required Information (list print elements of a digital submission on separate row.)			
4				
5	Publisher: *	Test Publisher		
6	Program Name: *			
7	Grade Levels:*			
8	Program Type: *			
9				
10	ITEM / TITLE*	ISBN or UNIQUE IDENTIFIER*	ALTERNATE ISBN	LANGUAGE CODE*
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Submission Form

Identifying Alternate Formats

- **Alternate formats**
 - (1) Materials identical in content but different in physical format
 - (2) Translations equivalent in content
- Initial submission: include on submission list immediately following component for which it is an alternate format
- Translations: submit following the adoption of the English edition by SBE



Submission Form

Important Details

- Every print component must have a corresponding electronic version—without exception (*CA Education Code* Section 60063.5)
- Every component included in a bundle of items must be sold separately—even the small trade books that you often find as a set of readers (*CA Education Code* Section 60063)



Materials or “Sampling” Requirements

May 12, 2017

- Deliver complete copies of programs.
 - By April 28 the CDE will provide shipping addresses.
 - List of recipients will include assigned reviewers, CDE, and select LRDCs.
 - Your program content cannot change hereafter.
- Provide to the CDE a link to all student materials posted online.



Sampling Requirements

- Publisher packages should include:
 - All components of the submitted instructional materials program
 - Inventory list of all components
 - Program description you included with the March 8 submission
 - Completed evaluation criteria and standards maps (digital and hard copy)
- Digital submissions
 - Publishers may submit materials on CD or DVD-ROM, flash drive, the Internet, or preinstalled on a laptop or other hardware device.
 - CDE may request a publisher provide hardware to view materials if the software is in an uncommon format.



Sampling Requirements

Shipping and Item Labels

- Clearly identify packages and components (see examples in the ITS document).
- Box labels: should be attached to box, not to shrink wrap or packaging.
- Component labels: each item should have an identifying bar code.



Shipping Requirements

- Use minimal packing materials.
- Publishers must pay all delivery costs.
- Delivery and offloading are publishers' responsibility.
- Technology hardware must be returned to publishers at Deliberations.



Submission of Maps

- Deliver your completed Evaluation Criteria Map and Standards Maps with the copies of your program (May 12, 2017).
- Submit maps in hard copy and digital copy (CD-ROM or flash drive).
- Save document in Microsoft Word (.doc) format.



Accessibility Resources

The Clearinghouse for Specialized Media and Technology



Braille & Large Print **ACCESSIBLE FORMATS**



Accessibility Resources

CSMT File Formats

- Digital files of ***all*** student materials
 - Rich Text Format (RTF) Files
 - PDF with graphics
 - Book cover images in JPEG
- Four hardcopy print copies of ***all*** student material
- 30–Day Timeline to be enforced
- National Instructional Materials Accessibility Standard (NIMAS)



Accessibility Resources

CONTACT INFORMATION

- **Laurie Garcia, CSMT**
Manager
 - 916-319-0964
 - ~~lgarcia@cde.ca.gov~~
[Preceding link no longer valid]
- E-mail at CSMT@cde.ca.gov
- Call us at 916-445-5103



Adoption Contacts

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Questions and Answers



Thank You!

We look forward to a positive adoption process, and we appreciate the work you are doing to ensure that California's students have the best possible instructional materials.