

## ACPS Social Studies Textbook Review

**This attachment includes the guiding questions for textbook review, the materials considered, and the evaluation criteria.**

### **Guiding Questions for Textbook Review:**

Which instructional materials best support students' learning of the standards for social studies content and skills?

Which instructional materials best support social studies instructional best-practices?

To what extent do lessons regularly feature tasks that engage students in reasoning, analysis, comparing multiple perspectives, and organizing information?

To what extent do materials incorporate the four social studies disciplines: economics, geography, history, and civics?

What supports do the teachers' editions provide for effective implementation for these lessons? Do they provide a range of suggestions for multiple types of learning activities?

To what extent do materials provide teachers with strategies and materials for meeting the needs of a range of learners, including both struggling and advanced learners?

To what extent do materials suggest accommodations and modifications for English Learners that will support their regular and active participation in class?

To what extent do materials provide multiple perspectives, diverse viewpoints, and cultural relevance?

**Resources Reviewed**

The TSC reviewed the following publishers’ textbooks for possible use with the social studies program:

<b>Grade K-2</b>		
Five Ponds Press	McGraw Hill	Gallopade International
InquirED: Inquiry Journeys	GI Group/Booksource	
<b>Grades 6-12</b>		
National Geographic/Cengage: Grades 6, 7 World History I and II U.S. History U.S. Government	Pearson: Grades 6, 7, 8 World History I and II U.S. History U.S. Government	McGraw Hill: Grade 6, 7, 8 World History I and II U.S. History U.S. Government
Houghton Mifflin Harcourt: Grade 6, 7, 8 World History I and II U.S. History U.S. Government	Discovery Education: Grades 6-8 World History	Five Ponds Press: Grades 6-8
<b>Advanced Placement</b>		
National Geographic/Cengage	McGraw Hill	Bedford, Freeman, & Worth
Pearson	W.W. Norton	

<b>ESSENTIAL QUESTIONS</b>			
<b>Which instructional materials most effectively support students' learning of the standards for social studies content and skills?</b>	<b>Which resources most effectively support social studies instructional best-practices?</b>		
<b>GUIDING QUESTIONS</b>			
<b>To what extent do lessons regularly feature tasks that engage students in reasoning, analysis, comparing multiple perspectives, and organizing information?</b>	<b>To what extent do materials incorporate the four social studies disciplines: economics, geography, history, and civics?</b>	<b>What supports do the teachers' editions provide for effective implementation fo these lessons? Do they provide a range of suggestions for multiple types of learning activities?</b>	
<b>To what extent do materials provide teachers with strategies and materials for meeting the needs of a range of learners, including both struggling and advanced learners?</b>	<b>To what extent do materials suggest accommodations and modifications for English language learners that will support their regular and active participation in class?</b>	<b>To what extent do materials provide a balanced portrayal of various demographic and personal characteristics?</b>	
<b>SOCIAL STUDIES CONTENT</b>	<b>High</b>	<b>Adequate</b>	<b>Limited</b>
<b>Social studies content is aligned with the learning expectations of the VA SOLs and essential knowledge and skills indicated in the VDOE Social Studies Curriculum Framework, including the history and social science skills.</b>	Social studies content is aligned with very few exceptions.	Social studies content is mostly aligned	Social studies content is somewhat aligned
<b>The materials are focused and provide sufficient attention to the strands and topics identified in the standards for each grade and/or</b>	Very focused with in-depth attention to critical course topics	Mostly focused with sufficient attention to critical course topics	Somewhat focused with adequate attention to critical course topics

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<b>course.</b>			
<b>The development of students' thinking skills and social studies habits of mind receive explicit and regular attention.</b>	Development of thinking skills and social studies habits of mind receives explicit and in-depth attention throughout the text.	Development of thinking skills and social studies habits of mind receives explicit and regular attention throughout most of the text.	Development of thinking skills and social studies habits of mind receives limited explicit attention throughout some of the text.
<b>Social studies concepts and ideas are connected and interwoven across strands instead of studied in isolation, and include real world examples and connections.</b>	Ideas are well-connected and interwoven across content strands throughout the text.	Ideas are connected and interwoven across content strands throughout most of the text.	Ideas are somewhat connected and interwoven across content strands throughout some of the text.
<b>Content presents multiple perspectives and reflects diverse viewpoints, with cultural competence.</b>	Content strongly reflects the needs and diversity of ACPS.	Content contentmostly reflects the needs and diversity of ACPS.	Content somewhat reflects the needs and diversity of ACPS.
<b>Content treatment is coherent. The content is effectively organized so that students can clearly see how ideas build upon, or connect with, other ideas both within and across grades.</b>	Content treatment is extremely coherent and very effectively organized.	Content treatment is mostly coherent and effectively organized.	Content treatment is somewhat coherent and organized.
<b>STUDENT MATERIALS</b>	<b>High</b>	<b>Adequate</b>	<b>Limited</b>
<b>The student text fully supports SOLs in both wording and intent as well as provides for the ability to adjust to local curriculum goals.</b>	Student text fully supports SOLs in both wording and intent.	Student text mostly supports SOLs in both wording and intent.	Student text somewhat supports SOLs in wording and/or intent.
<b>The student text is well organized, visually appealing, and thoughtfully designed to engage the elementary learner.</b>	The text is extremely well organized, visually appealing, and thoughtfully designed.	Text is well organized and, for the most part, visually appealing and thoughtfully designed.	The text is somewhat organized. Visual appeal and thoughtful design is limited.
<b>The text fosters progressive</b>	The text fosters progressive	Most text fosters progressive	Some text fosters progressive

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<b>building of knowledge, skills, and understanding. Includes text, images, and activities that support explicit vocabulary development. Develops fundamental concepts and supports conceptual understanding.</b>	building of knowledge, skills, and understanding across all units and includes text features that support explicit vocabulary development. Text thoroughly develops fundamental concepts and supports conceptual understanding.	building of knowledge, skills, and understanding and text features that support explicit vocabulary instruction. Most text develops fundamental concepts and support conceptual understanding.	building of knowledge, skills, and understanding and text features that support explicit vocabulary instruction. Some text develops fundamental concepts and support conceptual understanding.
<b>The lessons are well organized, thoughtfully sequenced, and are easy for students to follow and understand.</b>	Student lessons are extremely well-organized, thoughtfully sequenced, and easy to follow and understand.	Student lessons are mostly well-organized, thoughtfully sequenced, and easy to follow and understand.	Student lessons are somewhat organized and thoughtfully sequenced. Some of the lessons are not easy to follow or understand.
<b>Lessons are available digitally so all students have access to the same information.</b>	All lessons are available digitally, and students will be able to access them with their Chromebooks and other devices.	Most lessons are available digitally, and students will be able to access them with their Chromebooks.	Some of the lessons are available digitally, but students will have difficulty accessing them with their Chromebooks.

INSTRUCTION	High	Adequate	Limited
<b>Student experiences and activities foster the development of history and social science skills</b>	With few exceptions, student experiences and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways.	Many student experiences and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways.	Some student experiences and activities foster the development of history and social science skills as a way of thinking in rich, meaningful ways.
<b>Lessons promote classroom discourse by explicitly requiring students to share their thinking or use evidence.</b>	Lessons consistently promote classroom discourse by explicitly requiring students to share their thinking or use evidence.	Many lessons promote classroom discourse by explicitly requiring students to share their thinking or use evidence.	Some lessons promote classroom discourse.
<b>Meaningful and rigorous tasks are offered to engage, motivate, and challenge all students to think as</b>	Meaningful and rigorous tasks are offered to engage, motivate, and challenge all students to	Meaningful and rigorous tasks are offered to engage, motivate, and challenge all students to	There are a limited number of meaningful and/or rigorous tasks offered to engage, motivate, and

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<b>historians.</b>	think as historians are offered consistently throughout instructional units.	think as historians are offered throughout most instructional units.	challenge all students to think as historians.
<b>Lessons involve the use of maps, primary sources, and other materials to promote reasoning and habits of mind.</b>	Lessons involve the significant use of maps, primary sources, and other materials.	Most lessons involve the use of maps, primary sources, and other materials	Some lessons involve the use of maps, primary sources, and other materials
<b>Activities promote student inquiry, reflection, critical thinking, problem solving, and sense-making.</b>	Activities promote student inquiry, reflection, critical thinking, problem solving, and sense-making in meaning ways throughout the course of each unit.	Most activities promote student inquiry, reflection, critical thinking, problem solving, and sense-making throughout the course of each unit.	Some activities promote student inquiry, reflection, critical thinking, problem solving, and/or sense-making.
<b>Each unit and lesson provides direction for adapting instructional activities to accommodate the needs of EL students, students with disabilities, advanced students, and other instructional needs.</b>	All units and lessons provide direction for adapting instructional activities.	Most units and lessons provide direction for adapting instructional activities.	Some units and lessons provide direction for adapting instructional activities.
<b>ASSESSMENT</b>	<div style="display: flex; justify-content: space-around; font-weight: bold; font-size: 1.2em;"> <span>High</span> <span>Adequate</span> <span>Limited</span> </div>		
<b>Assessment tools (e.g., tasks, open-ended questions, texts) are provided for assessing student learning and informing instructional decision-making.</b>	Assessment tools are of high quality and occur frequently throughout the units. They include a wide variety of open-ended questions/tasks that require higher-order thinking. They provide direction for teacher analysis and information to adjust instruction accordingly.	Assessment tools occur frequently throughout the units. They include open-ended questions/tasks that require higher-order thinking. They provide direction for teacher analysis and information to adjust instruction accordingly.	Assessment tools are included and provide some variety of open-ended questions/tasks that require higher-order thinking. They may provide direction for teacher analysis and information to adjust instruction accordingly.
<b>Assessment items are aligned with the content and cognitive level of</b>	Assessment items are aligned with the content and cognitive	Most assessment items are aligned with the content and	Some assessment items are aligned with the content and/or

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<b>the essential knowledge and skills listed in the VDOE Social Studies Curriculum Framework.</b>	level of all VDOE-listed essential knowledge and skills.	cognitive level of VDOE-listed essential knowledge and skills.	cognitive level of VDOE-listed essential knowledge and skills.
<b>Materials include a selection of meaningful inquiries and investigative tasks, practice with skills, and performance assessments.</b>	Materials include a rich selection of meaningful problems, exercises, classwork, and performance tasks throughout each unit.	Materials include a selection of meaningful problems, exercises, classwork, and performance tasks throughout most units.	Materials include a limited selection of meaningful problems, exercises, classwork, and/or performance tasks.
<b>TEACHER MATERIALS</b>	<b>High</b>	<b>Adequate</b>	<b>Limited</b>
<b>Materials provide teachers with background information, suggestions for pacing, and provides for a variety of instructional strategies.</b>	Materials provide teachers with extensive background information and suggestions for effective pacing. They also provide for a wide variety of instructional strategies.	Materials provide teachers with background information and suggestions for effective pacing. They also provide for a variety of instructional strategies.	Materials provide teachers with some background information and/or suggestions for effective pacing. They provide for a limited variety of instructional strategies.
<b>Materials provide opportunities for teachers to increase their own knowledge and further their understanding of the social studies concepts they are teaching.</b>	Materials provide significant opportunities for teachers to increase knowledge and further their understanding of the social studies concepts they are teaching.	Most materials provide opportunities for teachers to increase knowledge and further their understanding of the social studies concepts they are teaching.	Some materials provide opportunities for teachers to increase knowledge and/or further their understanding of social studies concepts they are teaching.
<b>Lesson instruction contains leveled questions that guide teachers in developing social studies discourse in the classroom.</b>	Lesson instruction contains a wide variety of leveled questions that guide teachers in developing social studies discourse.	Most lesson instruction includes a variety of leveled questions that guide teachers in developing social studies discourse.	Some lesson instruction contains leveled questions that guide teachers in developing social studies discourse.
<b>The teacher edition is designed in a way that facilitates its use in the classroom and aids the teacher in delivering effective instruction.</b>	TE is designed in a way that facilitates its meaningful use in the classroom and aids the teacher in delivering effective instruction.	TE is designed in a way that facilitates its use in the classroom and aids the teacher in delivering effective instruction.	TE is designed in a way that limits its meaningful use in the classroom and may or may not aid the teacher in delivering effective instruction.



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integration with Powerschool, Canvas, and Clever.	seamless integration with Powerschool, Canvas, and Clever.	integration with Powerschool, Canvas, and Clever.	integration with Powerschool, Canvas, and/or Clever.			
<b>PROFESSIONAL DEVELOPMENT</b>	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;"><b>High</b></td> <td style="width: 33%;"><b>Adequate</b></td> <td style="width: 33%;"><b>Limited</b></td> </tr> </table>			<b>High</b>	<b>Adequate</b>	<b>Limited</b>
<b>High</b>	<b>Adequate</b>	<b>Limited</b>				
<b>Vendor will provide initial on-site professional development to familiarize teachers with the new materials, both print and electronic.</b>	Initial on-site professional development familiarizes teachers with all aspects of the new materials, both print and electronic. Vendor will provide overall training and course-specific training to meet the needs of ACPS teachers.	Initial on-site professional development familiarizes teachers with most aspects of the new materials, both print and electronic. Vendor will provide overall training and/or course-specific training to meet the needs of the ACPS teachers.	Initial on-site professional development is limited in scope and introduces teachers to new materials, both print and electronic. Vendor will provide non course-specific to large groups of social studies teachers.			
<b>Vendor will provide additional on-site and/or web-based professional development to support the instructional integrity of the program's implementation.</b>	Vendor will provide meaningful, in-depth, on-site and web-based professional development to support the instructional integrity of the program's implementation throughout the course of the school year.	Vendor will provide on-site and/or web-based professional development to support the instructional integrity of the program's implementation on at least three occasions during the school year.	Vendor will provide on-site and/or web-based professional development that supports the instructional integrity of the program's implementation one or two times during the school year.			
<b>Vendor will provide customized professional development for small groups and/or PLCs based on individual school, department, and course needs.</b>	Vendor will work with Secondary social studies Instructional Specialist, and/or other district-designated specialists, to development course-specific professional development for small groups and/or school-based PLCs based on school department, and course needs.	Vendor will provide customized professional development for small groups and/or PLCs based on individual school, department, and or course needs.	Vendor will provide professional development for small groups and/or PLCs based on individual school, department, and/or needs.			