# **History and Social Science Textbook and Instructional Materials Committee Rating Sheet for the**

# **2015 Grade One: Introduction to History Standards of Learning and Curriculum Framework**

Virginia Department of Education, 2017

Text/Instructional Material Title:

Publisher:

Committee Member: Consensus

Date:

## **Section I. History and Social Science Standard and Rating Chart.**

| **History and Social Science Standards Grade One** | **Rating** |
| --- | --- |
| **1.1** | **No Rating** |
| **1.2** |  |
| **1.3** |  |
| **1.4** |  |
| **1.5** |  |
| **1.6** |  |
| **1.7** |  |
| **1.8** |  |
| **1.9** |  |
| **1.10** |  |
| **1.11** |  |
| **1.12** |  |
| **1.13** |  |

### Directions: Please mark the following standard correlations as Adequate, Limited or No Evidence.

## **Section II. Additional Criteria: Instructional Planning and Support.**

Please mark the following correlations as Adequate, Limited, or No Evidence.

| **Section II. Additional Criteria: Instructional Planning and Support** | **Rating** |
| --- | --- |
| **1.** Materials are presented in an organized, logical manner and are appropriate for the age, grade, and maturity of the students. |  |
| **2.** Materials are organized appropriately within and among units of study. |  |
| **3.** Format design includes titles, subheadings, and appropriate cross-referencing for ease of use. |  |
| **4.** Writing style, length of sentences, and vocabulary are appropriate. |  |
| **5.** Graphics and illustrations are appropriate. |  |
| **6.** Sufficient instructional strategies are provided to promote depth of understanding. |  |
| **7.** Materials present content in an accurate and unbiased manner. |  |

## **History and Social Science Standard 1.1**

Publishers were not required to correlate their textbooks to the essential skills (1.1a-j).

| **History and Social Science Standard 1.1** |
| --- |
| **1.1** The student will interpret information presented in picture timelines to show sequence of events and will distinguish among past, present,and future. |
| a) using artifacts and primary and secondary sources to develop an understanding of Virginia history; |
| b)using basic map skills to support an understanding of Virginia history; |
| c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of Virginia history; |
| d) asking appropriate questions to solve a problem; |
| e) comparing and contrasting people, places, or events in Virginia history; |
| f) recognizing direct cause-and-effect relationships; |
| g) making connections between past and present; |
| h) using a decision-making model to make informed decisions; |
| i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and |
| j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources. |

## **History and Social Science Standard 1.2**

Please indicate the rating for each standard by selecting Adequate, Limited or No Evidence.

| **1.2** The student will demonstrate knowledge of Virginia history by describing important events and people in the history of the Commonwealth, including | **Rating** |
| --- | --- |
| 1. the settlement of Virginia at Jamestown; |  |
| b) famous Virginians, such as George Washington and Thomas Jefferson, who helped form a new nation; and |  |
| 1. life in Virginia today, including food, clothing, shelter, transportation, and recreation. |  |

## **History and Social Science Standard 1.3**

Please indicate the rating for each standard by selecting Adequate, Limited or No Evidence.

| **1.3** The student will describe the stories of influential people in the history of Virginia and their contributions to our Commonwealth, with emphasis on | **Rating** |
| --- | --- |
| a) Powhatan; |  |
| b) Pocahontas; |  |
| c) Christopher Newport; |  |
| d) Maggie L. Walker; and |  |
| e) Arthur R. Ashe, Jr. |  |

## **History and Social Science Standard 1.4**

Please indicate the rating for each standard by selecting Adequate, Limited or No Evidence.

| **1.4** The student will describe the lives of people associated with major holidays, including | **Rating** |
| --- | --- |
| a) George Washington Day (Presidents’ Day); |  |
| b) Independence Day (Fourth of July); and |  |
| c) Martin Luther King, Jr., Day. |  |

## **History and Social Science Standard 1.5**

| **1.5** The student will develop map skills by | **Rating** |
| --- | --- |
| a) recognizing basic map symbols, including references to land, water, cities, and roads; |  |
| b) using cardinal directions on maps; |  |
| c) identifying the shapes of the United States and Virginia on maps and globes; |  |
| d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map; and |  |
| e) constructing simple maps, including a title, map legend, and compass rose. |  |

Please indicate the rating for each standard by selecting Adequate, Limited or No Evidence.

| **1.6** The student will develop a geographic understanding that | **Rating** |
| --- | --- |
| a) the location of Virginia determines its climate and results in four distinct seasons; and |  |
| b) the landforms of Virginia affect the places people live. |  |

## **History and Social Science Standard 1.6**

Please indicate the rating for each standard by selecting Adequate, Limited or No Evidence.

| **History and Social Science Standard 1.7** | **Rating** |
| --- | --- |
| **1.7** The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services. |  |

## **History and Social Science Standard 1.7**

Please indicate the rating for each standard by selecting Adequate, Limited or No Evidence.

| **History and Social Science Standard 1.8** | **Rating** |
| --- | --- |
| **1.8** The student will explain that people make choices because they cannot have everything they want. |  |

## **History and Social Science Standard 1.8**

Please indicate the rating for each standard by selecting Adequate, Limited or No Evidence.

| **History and Social Science Standard 1.9** | **Rating** |
| --- | --- |
| **1.9** The student will recognize that people save money for the future to purchase goods and services. |  |

## **History and Social Science Standard 1.9**

Please indicate the rating for each standard by selecting Adequate, Limited or No Evidence.

| **1.10** The student will apply the traits of a good citizen by | **Rating** |
| --- | --- |
| a) focusing on fair play, exhibitinggood sportsmanship, helping others, and treating others with respect; |  |
| b) recognizing the purpose of rules and practicing self-control; |  |
| c) working hard in school; |  |
| d) taking responsibility for one’s own actions; |  |
| e) valuing honesty and truthfulness in oneself and others; and |  |
| f) participating in classroom decision making through voting**.** |  |

## **History and Social Science Standard 1.10**

Please indicate the rating for each standard by selecting Adequate, Limited or No Evidence.

| **History and Social Science Standard 1.11** | **Rating** |
| --- | --- |
| **1.11** The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by demonstrating respect for the American flag by learning about the Pledge of Allegiance. |  |

## **History and Social Science Standard 1.11**

Please indicate the rating for each standard by selecting Adequate, Limited or No Evidence.

| **1.12** The student will recognize the symbols and traditional practices that honor the Commonwealth of Virginia by | **Rating** |
| --- | --- |
| a) identifying the Virginia flag, state capitol building, state bird, and state flower; and |  |
| b) describing why people have symbols and traditions. |  |

## **History and Social Science Standard 1.12**

Please indicate the rating for each standard by selecting Adequate, Limited or No Evidence.

## **History and Social Science Standard 1.13**

Please indicate the rating for each standard by selecting Adequate, Limited or No Evidence.

| **1.13** The student will understand that the people of Virginia | **Rating** |
| --- | --- |
| a) have state and local government officials who are elected by voters; |  |
| b) make contributions to their communities; and |  |
| c) include people who have diverse ethnic origins, customs, and traditions and are united as Americans by common principles. |  |

| **Additional Criteria: Instructional Planning and Support** | **Rating** |
| --- | --- |
| 1. Textbooks/instructional materials support literacy development by presenting content through a variety of reading selections that are appropriate for the grade level. |  |
| 2. Readability, writing style, length of sentences, and vocabulary are appropriate for the grade level. |  |
| 3. Materials are presented in an organized, logical manner and are appropriate for the age, grade, and maturity of the students. |  |
| 4. Materials are organized appropriately within and among units of study. |  |
| 5. Format design includes titles, subheadings, and appropriate cross-referencing for ease of use. |  |
| 6. Graphics and illustrations are appropriate. |  |
| 7. Sufficient instructional strategies are provided to promote depth of understanding. |  |
| 8. Materials present content in an accurate and unbiased manner.   * Materials do not contain content errors (omissions of current content, out-of-date content, overgeneralizations, etc.). * Materials do not contain production errors (misspelled words, word omissions, incorrect answers). * Diverse groups (racial, ethnic, cultural, linguistic), males and females, people with disabilities, and people of all ages are represented appropriately. |  |

## **Additional Criteria: Instructional Planning and Support**

**(Reported by not used in correlation and adoption considerations.)**

Please indicate the rating for each standard by selecting Adequate, Limited or No Evidence.