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

**2015Grade Two: Introduction to History and Social Science Standards of Learning and Curriculum Framework**

Virginia Department of Education, 2017

Text/Instructional Material Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Publisher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Committee Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_

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

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

| **History and Social Science Standards for Grade Two** | **Rating** |
| --- | --- |
| **2.1** | **No Rating** |
| **2.2** |  |
| **2.3** |  |
| **2.4** |  |
| **2.5** |  |
| **2.6** |  |
| **2.7** |  |
| **2.8** |  |
| **2.9** |  |
| **2.10** |  |
| **2.11** |  |
| **2.12** |  |
| **2.13** |  |

## 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 2.1

Publishers were not required to correlate their textbooks to the essential skills (2.1a-j).

| **History and Social Science Standard 2.1** |
| --- |
| 2.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by |
| a) identifying artifacts and primary and secondary sources to understand events in American history; |
| b) using basic map skills to locate places on maps and globes to support an understanding of American history; |
| c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of American history; |
| d) asking appropriate questions to solve a problem;  |
| e) comparing and contrasting people, places, or events in American 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) defending positions orally and in writing, using content vocabulary. |

## History and Social Science Standard 2.2

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

| **History and Social Science Standard 2.2** | **Rating** |
| --- | --- |
| **2.2** The student will demonstrate knowledge of the United States by describing important developments and innovations in United States history, including developments and innovations related to communication and transportation. |  |

## History and Social Science Standard 2.3

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

| **2.3** The student will compare the lives and contributions of three American Indian cultures of the past and present,with emphasis on | **Rating** |
| --- | --- |
| a) the Powhatan of the Eastern Woodlands;  |  |
| b) the Lakotaof the Plains; and  |  |
| c) the Pueblo peoples of the Southwest. |  |

## History and Social Science Standard 2.4

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

| **2.4** The student will describe how the contributions of selected individuals changed the lives of Americans, with emphasis on | **Rating** |
| --- | --- |
| a) Christopher Columbus; |  |
| b) Benjamin Franklin; |  |
| c) Abraham Lincoln;  |  |
| d) George Washington Carver; |  |
| e) Helen Keller; |  |
| f) Thurgood Marshall; |  |
| g) Rosa Parks; |  |
| h) Jackie Robinson; |  |
| i) Cesar Chavez; and |  |
| j) Martin Luther King, Jr. |  |

## History and Social Science Standard 2.5

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

| **2.5** The student will describe why United States citizens celebrate major holidays, including | **Rating** |
| --- | --- |
| a) Martin Luther King, Jr., Day; |  |
| b) George Washington Day (Presidents’ Day); |  |
| c) Memorial Day; |  |
| d) Independence Day (Fourth of July); |  |
| e) Labor Day; |  |
| f) Columbus Day; |  |
| g) Veterans Day; and |  |
| h) Thanksgiving Day.  |  |

## History and Social Science Standard 2.6

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

| **2.6** The student will develop map skills by using globes and maps of the world and the United States to locate | **Rating** |
| --- | --- |
| a) the seven continents and the five oceans; |  |
| b) the equator, the Prime Meridian, and the four hemispheres; and  |  |
|  c) major rivers, mountain ranges, lakes, and other physical features in the United States |  |

## History and Social Science Standard 2.7

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

| **2.7** The student will locate and describe the relationship between the environment and culture of | **Rating** |
| --- | --- |
| 1. the Powhatan of the Eastern Woodlands;
 |  |
| b) the Lakota of the Plains; and |  |
| c) the Pueblo Indians of the Southwest. |  |

## History and Social Science Standard 2.8

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

| **History and Social Science Standard 2.8** | **Rating** |
| --- | --- |
| **2.8** The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings). |  |

## History and Social Science Standard 2.9

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

| **History and Social Science Standard 2.9** | **Rating** |
| --- | --- |
| 2.9 The student will distinguish between the use of barter and the use of money in the exchange for goods and services. |  |

## History and Social Science Standard 2.10

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

| **History and Social Science Standard 2.10** | **Rating** |
| --- | --- |
| **2.10** The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services. |  |

## History and Social Science Standard 2.11

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

| **2.11** The student will explain the responsibilities of a good citizen, with emphasis on | **Rating** |
| --- | --- |
| a) respecting and protecting the rights and property of others; |  |
| b) taking part in the voting process when making classroom decisions; |  |
| c) describing actions that can improve the school and community; |  |
| d) demonstrating self-discipline and self-reliance; |  |
| e) practicing honesty and trustworthiness; and |  |
| f) describing the purpose of rules and laws. |  |

## History and Social Science Standard 2.12

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

| **2.12** The student will understand that the people of the United States of America | **Rating** |
| --- | --- |
| a) make contributions to their communities; |  |
| b) vote in elections; |  |
| c) are united as Americans by common principles; and  |  |
| d) have the individual rights to life, liberty, and the pursuit of happiness as well as equality under the law. |  |

## History and Social Science Standard 2.13

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

| **2.13** The student will understand the symbols and traditional practices that honor and foster patriotism in the United States of America by | **Rating** |
| --- | --- |
| a) explaining the meaning behind symbols such as the American flag, bald eagle, Washington Monument, and Statue of Liberty; and |  |
| b) learning the words and meaning of the Pledge of Allegiance. |  |

## II. Additional Criteria: Instructional Planning and Support

(Reported but not used in correlation and adoption considerations.)

| **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 applications are provided to promote depth of understanding. |  |
| 7. 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.
 |  |