# History and Social Science Textbook and Instructional Materials Committee Member Correlation to the 2015 Grade Three History Standards of Learning and Curriculum Framework

Virginia Department of Education, 2017

Text/Instructional Material Title:

Publisher:

Committee Member: Consensus

Date:

| **History and Social Science Overall Standards** | **Rating** |
| --- | --- |
| **3.1** |  |
| **3.2** |  |
| **3.3** |  |
| **3.4** |  |
| **3.5** |  |
| **3.6** |  |
| **3.7** |  |
| **3.8** |  |
| **3.9** |  |
| **3.10** |  |
| **3.11** |  |
| **3.12** |  |
| **3.13** |  |

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

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

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

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

| **Section II. 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. |  |

## History and Social Science Standard 3.1

Publishers were not required to correlate their textbooks to the essential skills (3.1a-j).

| **History and Social Science Standard 3.1** |
| --- |
| 3.1 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 world cultures; |
| b) using geographic information to support an understanding of world cultures; |
| c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world cultures; |
| d) summarizing points and evidence to answer a question; |
| e) comparing and contrasting ideas and perspectives to better understand people or events in world cultures; |
| f) determining relationships with multiple causes or effects; |
| g) explaining connections across time and place; |
| 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) accessing a variety of media, including online resources. |

## History and Social Science Standard 3.2

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

| **History and Social Science Standard 3.2** | **Rating** |
| --- | --- |
| **3.2** The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language. |  |

## History and Social Science Standard 3.3

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

| **History and Social Science Standard 3.3** | **Rating** |
| --- | --- |
| **3.3** The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports. |  |

## History and Social Science Standard 3.4

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

| **History and Social Science Standard 3.4** | **Rating** |
| --- | --- |
| **3.4** The student will describe the oral tradition (storytelling), government (kings), and economic development (trade) of the early West African empire of Mali. |  |

## History and Social Science Standard 3.5

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

| **3.5** The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps | **Rating** |
| --- | --- |
| a) at the beginning of their culture; |  |
| b) during their period of greatest influence; and |  |
| c) today. |  |

## History and Social Science Standard 3.6

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

| **3.6** The student will develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features of | **Rating** |
| --- | --- |
| a) Africa; |  |
| b) Asia; |  |
| c) Europe; |  |
| d) North America; and |  |
| e) South America. |  |

## History and Social Science Standard 3.7

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

| **History and Social Science Standard 3.7** | **Rating** |
| --- | --- |
| **3.7** The student will describe how people in ancient world cultures adapted to their environment. |  |

## History and Social Science Standard 3.8

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

| **History and Social Science Standard 3.8** | **Rating** |
| --- | --- |
| **3.8** The student will demonstrate an understanding of different cultures and the natural, human, and capital resources they used in the production of goods and services. |  |

## History and Social Science Standard 3.9

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

| **History and Social Science Standard 3.9** | **Rating** |
| --- | --- |
| **3.9** The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest. |  |

## History and Social Science Standard 3.10

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

| **History and Social Science Standard 3.10** | **Rating** |
| --- | --- |
| **3.10** The student will identify examples of making an economic choice and will explainthe idea of opportunity cost (what is given up when making a choice). |  |

## History and Social Science Standard 3.11

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

| **3.11** 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. |  |

## History and Social Science Standard 3.12

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

| **3.12** The student will recognize the importance of government in the community, Virginia, and the United States of America by | **Rating** |
| --- | --- |
| 1. explaining the purpose of laws; |  |
| b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken; and |  |
| 1. explaining that government protects the rights and property of individuals. |  |

## History and Social Science Standard 3.13

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

| **History and Social Science Standard 3.13** | **Rating** |
| --- | --- |
| **3.13** The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions and are united by the basic principles of a republican form of government and respect for individual rights and freedoms. |  |

## 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.

| **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. |  |