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

# 2015 Kindergarten: 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.

| **Section I. History and Social Science Standard** | **Rating** |
| --- | --- |
| **K.1** | **No Rating** |
| **K.2** |  |
| **K.3** |  |
| **K.4** |  |
| **K.5** |  |
| **K.6** |  |
| **K.7** |  |
| **K.8** |  |
| **K.9** |  |
| **K.10** |  |
| **K.11** |  |

## 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 K.1** |
| --- |
| 1. viewing artifacts and primary and secondary sources to develop an understanding of history; |
| 1. using basic map skills to support an understanding of the community; |
| 1. gathering and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community; |
| 1. asking appropriate questions to solve a problem; |
| 1. comparing and contrasting people, places, or events; |
| 1. recognizing direct cause-and-effect relationships; |
| 1. making connections between past and present; |
| 1. using a decision-making model to make informed decisions; |
| 1. practicing good citizenship skills while collaborating, compromising, and participating in classroom activities; and |
| 1. developing fluency in content vocabulary and comprehension of oral, written, and visual sources. |

## History and Social Science Standard K.1

Publishers were not required to correlate their textbooks to the essential skills (K.1a-j).

| **K.2** The student will recognize that history describes events and people from other times and places by | **Rating** |
| --- | --- |
| a) identifying examples of historical events, stories, and legends that describe the development of the local community; and |  |
| b) identifying people who helped establish and lead the local community over time. |  |

## History and Social Science Standard K.2

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

## History and Social Science Standard K.3

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

| **History and Social Science Standard K.3** | **Rating** |
| --- | --- |
| **K.3** The student will sequence events in the past and present and begin to recognize that things change over time. |  |

| **History and Social Science K.4** | **Rating** |
| --- | --- |
| **K.4** The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front. |  |

## History and Social Science Standard K.4

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

| **K.5** The student will use simple maps and globes to | **Rating** |
| --- | --- |
| a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of Earth; |  |
| b) describe places referenced in historical events, stories, and real-life situations; |  |
| c) locate land and water features; |  |
| d) identify basic map symbols in a map legend; and |  |
| e) identify places and objects of a familiar area. |  |

## History and Social Science Standard K.5

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

| **K.6** The student will develop an awareness that maps and globes | **Rating** |
| --- | --- |
| 1. show a view from above; |  |
| b) show things in smaller size; and |  |
| c) show the position of objects. |  |

## History and Social Science Standard K.6

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

| **History and Social Science Standard K.7** | **Rating** |
| --- | --- |
| **K.7** The student will describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation. |  |

## History and Social Science Standard K.7

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

## History and Social Science Standard K.8

| **History and Social Science Standard K.8** | **Rating** |
| --- | --- |
| **K.8** The student will match simple descriptions of work that people do with the names of those jobs. |  |

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

| **K.9** The student will | **Rating** |
| --- | --- |
| 1. recognize that people make choices because they cannot have everything they want; and |  |
| b) explain that people work to earn money to buy the things they want. |  |

## History and Social Science Standard K.9

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

## History and Social Science Standard K.10

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

| **K.10** The student will demonstrate that being a good citizen involves | **Rating** |
| --- | --- |
| a) taking turns and sharing; |  |
| b) taking responsibility for certain classroom chores; |  |
| c) taking care of personal belongings and respecting what belongs to others; |  |
| d) following rules and understanding the consequence of breaking rules; |  |
| e) practicing honesty, self-control, and kindness to others; |  |
| f) participating in decision making in the classroom; and |  |
| g) participating successfully in group settings. |  |

## History and Social Science Standard K.11

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

| **K.11** The student will develop an understanding of how communities express patriotism through events and symbols by | **Rating** |
| --- | --- |
| a) recognizing the American flag; |  |
| b) recognizing the Pledge of Allegiance; |  |
| c) knowing that the president is the leader of the United States; and |  |
| d) recognizing the holidays and the people associated with the holidays Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents’ Day); and Independence Day (Fourth of July). |  |

## II. Additional Criteria: Instructional Planning and Support

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

| 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. |  |
| 1. Readability, writing style, length of sentences, and vocabulary are appropriate for the grade level. |  |
| 1. Materials are presented in an organized, logical manner and are appropriate for the age, grade, and maturity of the students. |  |
| 1. Materials are organized appropriately within and among units of study. |  |
| 1. Format design includes titles, subheadings, and appropriate cross-referencing for ease of use. |  |
| 1. Graphics and illustrations are appropriate. |  |
| 1. Sufficient instructional strategies are provided to promote depth of understanding. |  |
| 1. Materials present content in an accurate and unbiased manner. |  |
| 1. Materials do not contain content errors (omissions of current content, out-of-date content, overgeneralizations, etc.). |  |
| 1. Materials do not contain production errors (misspelled words, word omissions, incorrect answers). |  |
| 1. Diverse groups (racial, ethnic, cultural, and linguistic), males and females, people with disabilities, and people of all ages are represented appropriately. |  |