

2017 Social Studies Review

Social Studies Evaluation Tool – 3rd Grade

Publisher Name:	Savvas Learning Company
Title:	myWorld Social Studies, We Are Connected
ISBN #	9780328865314
Author:	Bennett, et al
Copyright	2013
Reviewer ID:	Click here to enter text.

Instructions

Publishing Company:

- Complete the course evaluation form below. Please provide written explanation as to how the material meets the standard along with location references.

Review Team Member:

- Please use information and attachments to complete the course evaluation form.
- Explain any discrepancies between your findings and those provided information. Explanations and comments should directly reflect the rubric.
- Further explain any findings.

Standards Alignment Evaluation Rubric

0 = No Alignment- **Not Evident**: content as described in the Standards is **not evident**.

.5 = Partial Alignment- **Partially Evident**: content as described in the Standards is **partially evident** and there are few gaps.

1 = High Alignment – **Clearly Evident**: content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content. Alignment is **clearly evident**.

N/A = Not applicable for standard.

Idaho Content Standards: Social Studies- Grade 3

Standard 1: History

Students in Grade 3 build an understanding of the cultural and social development of the United States and trace the role of migration and immigration of people in the development of the United States.

Goal	Objective- The students will:	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
Goal 1.1: Build an understanding of the cultural and social development of the United States.	3.SS.1.1.1 Explain that people in the United States share a national identity through patriotic symbols and holidays.	<i>Specific Examples: SE: Introduced:</i> Envision It!, 116; <i>Taught:</i> Write, 277; <i>Assessed:</i> Reading Skills: Summarize, 136 SE: American Flag, 116, 136, 276, 277, 279; Liberty Bell, 284; Statue of Liberty, 27, 199, 279, 284; “The Star–Spangled Banner,” 276–277; Supreme Court Building, 142; White House, 138, 141; Mt. Rushmore, 140; Fourth of July, 32, 126, 133, 282, 284; Thanksgiving, 114, 282, 286; Martin Luther King, Jr. Day, 283	Choose an item.
	3.SS.1.1.2 Investigate the history of your community.	<i>Specific Examples: SE: Introduced:</i> Envision It!, 6; <i>Taught:</i> What Makes a Community, 16–21; <i>Assessed:</i> Got It?, 8; TG: Synthesize Information (history of your community), 8 SE: What Makes a Community, 16–21; Three Types of Communities, 32–37 TG: Active Reading & Lesson Summary pages 5–8; Differentiated Instruction, 19	Choose an item.
	3.SS.1.1.3 Compare different cultural groups in the community, including their distinctive foods, clothing styles, and traditions.	<i>Specific Examples: SE: Introduced:</i> Envision It!, 288; <i>Taught:</i> Compare and Contrast, 293; <i>Assessed:</i> Review and Assessment, 297 SE: People and Cultures, 268–273; Compare and Contrast, 274–275; Culture Through the Arts, 276–281; Cultural Celebrations, 282–287; Our Nation’s Diversity, 288–293 TG: Active Reading & Lesson Summary pages 194–197, 200–203, 204–207, 208–211	Choose an item.
	3.SS.1.1.4 Identify and describe ways families, groups, tribes, and communities influence the	<i>Specific Examples: SE: Introduced:</i> Volunteering, Mentor, Tutor, Friend, 157–159; <i>Taught:</i> Good Citizens, Good Deeds, 160–165; <i>Assessed:</i> Review and Assessment, 182	Choose an item.

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.

Savvas™ and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

	individual's daily life and personal choices.	<p>SE: Citizenship, 156–159; Good Citizens, Good Deeds, 160–165; Collaboration and Creativity: Conflict and Collaboration, 166–167; Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181</p> <p>TG: Active Reading & Lesson Summary pages 110–11, 113–116, 119–122, 125–128</p>	
--	---	--	--

<u>Goal</u>	<u>Objective- The students will:</u>	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.	3.SS.1.2.1 Share the origins of classmates' ancestors.	<p><i>Specific Examples: SE: Introduced:</i> Envision It!, 288; <i>Taught:</i> Compare and Contrast, 293; <i>Assessed:</i> Review and Assessment, 297</p> <p>SE: For related material see: Timelines, 96–97; myStory Book, 125; A New Home in America, 198–203; Our Nation’s Diversity, 288–293</p> <p>TG: Active Reading & Lesson Summary pages 65–66, 85, 142–145</p>	Choose an item.
	3.SS.1.2.2 Describe how migration and immigration are continuous processes.	<p><i>Specific Examples: SE: Introduced:</i> Envision It!, 198; <i>Taught:</i> A New Home in America, 198–203; <i>Assessed:</i> Review and Assessment, 218</p> <p>SE: A New Home in America, 198–203; Our Nation’s Diversity, 288–293</p> <p>TG: Active Reading & Lesson Summary pages 142–145</p>	Choose an item.
	3.SS.1.2.3 Identify reasons for voluntary and involuntary movement of people to and from your community.	<p><i>Specific Examples: SE: Introduced:</i> Envision It!, 110; <i>Taught:</i> Got it?, 115; <i>Assessed:</i> Review and Assessment, 122–124</p> <p>SE: Early Spanish Communities, 98–103; Early French Communities, 104–109; Early English Communities, 110–115; A New Home in America, 198–203</p> <p>TG: Active Reading & Lesson Summary pages 67–78, 142–145</p>	Choose an item.
Goal 1.3: Identify the role of American Indians in the development of the United States.	3.SS.1.3.1 Identify characteristics of American Indians and other cultural groups in your community.	<p><i>Specific Examples: SE: Introduced:</i> Envision It!, 288; <i>Taught:</i> Compare and Contrast, 293; <i>Assessed:</i> Review and Assessment, 297</p> <p>SE: People and Cultures, 268–273; Compare and Contrast, 274–275; Culture Through the Arts, 276–281; Cultural Celebrations, 282–287; Our Nation’s Diversity, 288–293</p> <p>TG: Active Reading & Lesson Summary pages 194–197, 200–203, 204–207, 208–211</p>	Choose an item.

<p>Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.</p>	<p>No objectives at this grade level</p>		
<p>Goal 1.5: Trace the role of exploration and expansion in the development of the United States.</p>	<p>No objectives at this grade level</p>		

<u>Goal</u>	<u>Objective- The students will:</u>	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/5/1 (Reviewer)
Goal 1.6: Explain the rise of human civilization.	No objectives at this grade level		
Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.	No objectives at this grade level		
Goal 1.8: Build an understanding of the cultural and social development of human civilization.	No objectives at this grade level		
Goal 1.9: Identify the role of religion in the development of human civilization.	No objectives at this grade level		

Standard 2: Geography

Students in Grade 3 analyze the spatial organizations of people, places, and environment on the earth's surface and trace the migration and settlement of human populations on the earth's surface.

<u>Goal</u>	<u>Objective- The students will:</u>	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/5/1 (Reviewer)
Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.	3.SS.2.1.1 Describe the concepts of globe, continent, country, state, county, city/town, and neighborhood.	<i>Specific Examples: SE: Introduced: The World, 26; Taught: Map Skills: Latitude and Longitude, 30–31; Assessed: Review and Assessment, 39</i> SE: Where Communities Are Located, 24–29; Map Skills: Latitude and Longitude, 30–31; Land and Water, 46–47; Land and Water of the United States, 48–49 TG: Active Reading & Lesson Summary pages 11–14, 29, 30	Choose an item.
	3.SS.2.1.2 Find the United States, Washington D.C., Idaho, the state capital Boise, and your own community on a map.	<i>Specific Examples: SE: Introduced: The United States, 27; Taught: Where Communities Are Located, 24–29; Assessed: Got it?, 29</i> SE: Where Communities Are Located, 24–29 (includes Map of the United States); Atlas: The United States of America: Political, R1; The United States of America: Physical, R2–R3 TG: Active Reading & Lesson Summary pages 11–14, 217, 218	Choose an item.
	3.SS.2.1.3 Locate on a map waterways, landforms, cities, states, and national boundaries using standard map symbols.	<i>Specific Examples: SE: Introduced: Landforms and Bodies of Water, 46; Taught: Land and Water, 46–51; Assessed: Review and Assessment, 74</i> SE: Where Communities Are Located, 24–29; Latitude and Longitude, 30–31; Maps, 39, 46–47, 49, 53, 58, 61, 74, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268 TG: Active Reading & Lesson Summary pages 11–14, 15–16	Choose an item.
	3.SS.2.1.4 Use a map title, map key, scale, cardinal directions, and symbols to interpret a map.	<i>Specific Examples: SE: Introduced: Parts of a Map, 24; Taught: Map Skills: Latitude and Longitude, 30–31; Assessed: Map Skills: Interpret Maps, 58–59</i>	Choose an item.

		(Continued) SE: Map Skills: Interpret Maps, 58–59; also see: Where Communities Are Located, 24–29; Latitude and Longitude, 30–31; Maps, 39, 46–47, 49, 53, 58, 61, 74, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268 TG: Active Reading & Lesson Summary pages 11–14, 15–16, 36–37	
	<u>3.SS.2.1.5</u> Use a number/letter grid to find specific locations on a map.	<i>Specific Examples:</i> SE: <i>Introduced:</i> Grid Maps, 25; <i>Taught:</i> Where Communities Are Located, 24–29; <i>Assessed:</i> Map Skills: Latitude and Longitude, 30–31 SE: Where Communities Are Located, 24–29; Latitude and Longitude, 30–31 TG: Active Reading & Lesson Summary pages 11–14, 15–16	Choose an item.

<u>Goal</u>	<u>Objective- The students will:</u>	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/5/1 (Reviewer)
Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.	No objectives at this grade level		
Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.	3.SS.2.3.1 Analyze past and present settlement patterns of the community.	<p><i>Specific Examples: SE: Introduced: The Promise of America, 198–199; Taught: A New Home in America, 198–203; Assessed: Got it?, 203</i></p> <p>SE: America’s First Peoples, 82–87; Early Explorers, 90–95; Early Spanish Communities, 98–103; Early French Communities, 104–109; Early English Communities, 110–115; New Ways to Travel, 190–195; A New Home in America, 198–203</p> <p>TG: Active Reading & Lesson Summary, 55–58, 61–64, 67–70, 71–74, 75–78, 136–139, 142–145</p>	Choose an item.
	3.SS.2.3.2 Identify geographic features influencing settlement patterns of the community.	<p><i>Specific Examples: SE: Introduced: Envision It!, 68; Taught: Interacting With the Environment, 68–73; Assessed: Review and Assessment, 75–76</i></p> <p>SE: Three Types of Communities, 32–37; Interacting With the Environment, 68–73; America’s First Peoples, 82–87; Early Explorers, 90–95; Early Spanish Communities, 98–103; Early French Communities, 104–109; Early English Communities, 110–115; A New Home in America, 198–203</p> <p>TG: Active Reading & Lesson Summary, 55–58, 61–64, 67–70, 71–74, 75–78</p>	Choose an item.
	3.SS.2.3.3 Compare and contrast city/suburb/town and urban/rural.	<p><i>Specific Examples: SE: Introduced: Rural, Urban, Suburban Communities, 32; Taught: Three Types of Communities, 32–37; Assessed: Got it?, 203</i></p> <p>SE: Three Types of Communiti37 32–37</p> <p>TG: Active Reading & Lesson Summary pages 17–20</p>	Choose an item.

Goal 2.4: Analyze the human and physical characteristics of different places and regions.	No objectives at this grade level		
Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.	No objectives at this grade level		

Standard 3: Economics

Students in Grade 3 explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of personal finance.

Goal	Objective- The students will:	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
Goal 3.1: Explain basic economic concepts.	3.SS.3.1.1 Explain the concepts of supply and demand and the role of the consumer and producer.	<i>Specific Examples: SE: Introduced: Envision It!, 234; Taught: Producers and Consumers, 234–239; Assessed: Review and Assessment, 260</i> SE: Producers and Consumers, 234–239; Supply and Demand, 242 TG: Active Reading & Lesson Summary pages 169–172, 173–176	Choose an item.
	3.SS.3.1.2 Explain the difference between public and private property.	<i>Specific Examples: SE: Introduced: Goods and Services, 234; Taught: Producers and Consumers, 236; Assessed: Review and Assessment, 260</i> SE: For related material see: Value and Choice, 229; Choices in Communities, 230; Producers and Consumers, 234–239 TG: Active Reading & Lesson Summary pages 169–172	Choose an item.
Goal 3.2: Identify different influences on economic systems.	3.SS.3.2.1 Explain how land, natural resources, labor, trade, and/or technology affect economic activities in the local community.	<i>Specific Examples: SE: Introduced: Natural Resources, 60; Taught: Using Earth’s Resources, 60–65; Assessed: Review and Assessment, 75</i> SE: Interacting With the Environment, 68–73; Using Earth’s Resources, 60–65; Choices in Communities, 230–231; Producers and Consumers, 234–239 TG: Active Reading & Lesson Summary pages 166, 169–172	Choose an item.
Goal 3.3: Analyze the different types of economic institutions.	3.SS.3.3.1 Explain the purpose of a bank.	<i>Specific Examples: SE: Introduced: Savings Accounts in Banks, 248; Taught: Main Idea and Details, 248; Assessed: Got it?, 251</i> SE: Spending and Saving, 246–251 TG: Active Reading & Lesson Summary pages 177–180	Choose an item.
Goal 3.4: Explain the concepts of personal finance.	3.SS.3.4.1 Describe the purposes and benefits of savings.	<i>Specific Examples: SE: Introduced: Envision It!, 246; Taught: Spending and Saving, 246–251; Assessed: Review and Assessment, 261</i>	Choose an item.

		SE: Spending and Saving, 246–251	
		TG: Active Reading & Lesson Summary pages 177–180	

Standard 4: Civics and Government

Students in Grade 3 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

Goal	Objective- The students will:	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
Goal 4.1: Build an understanding of the foundational principles of the American political system.	3.SS.4.1.1 Explain why communities have laws.	<i>Specific Examples: SE: Introduced: Why We Need Government, 130–131; Taught: Our Rules and Laws, 164–165; Assessed: Summarize, 165</i> SE: Why We Need Government, 130–131; Our Rules and Laws, 164–165 TG: Active Reading & Lesson Summary pages 91, 116	Choose an item.
	3.SS.4.1.2 Explain that there are benefits for following the laws and consequences for breaking the laws of the community.	<i>Specific Examples: SE: Introduced: Why We Need Government, 130–131; Taught: Our Rules and Laws, 164–165; Assessed: Summarize, 165</i> SE: Why We Need Government, 130–131; Our Rules and Laws, 164–165 TG: Active Reading & Lesson Summary page 116	Choose an item.
	3.SS.4.1.3 Identify the people or groups that make, apply, and enforce laws in the community.	<i>Specific Examples: SE: Introduced: Why We Need Government, 130–131; Taught: Our Rules and Laws, 164–165; Assessed: Summarize, 165</i> SE: Why We Need Government, 130–131; Our Rules and Laws, 164–165 TG: Active Reading & Lesson Summary page 116	Choose an item.
Goal 4.2: Build an understanding of the organization and formation of the American system of government.	3.SS.4.2.1 Identify and explain the basic functions of local governments.	<i>Specific Examples: SE: Introduced: Local Government, 144; Taught: Main Idea and Details, 145; Assessed: Got it?, 149</i> SE: Local Government, 144–145; Got it?, 149 TG: Active Reading & Lesson Summary pages 101, 103	Choose an item.
	3.SS.4.2.2 Explain how local government officials	<i>Specific Examples: SE: Introduced: Local Government, 144; Taught: Main Idea and Details, 145; Assessed: Got it?, 149</i>	Choose an item.

	are chosen, e.g., election, appointment.	SE: Local Government, 144–145; Got it?, 149 TG: Active Reading & Lesson Summary pages 101, 103	
	<u>3.SS.4.2.3</u> Describe services commonly and primarily provided by governments for the community.	<i>Specific Examples:</i> SE: <i>Introduced:</i> Why We Need Government, 130, 131; <i>Taught:</i> Local Government, 144–145; <i>Assessed:</i> Got it?, 149 SE: Why We Need Government, 130, 131; Local Government, 144–145; Got it?, 149 TG: Active Reading & Lesson Summary pages 91, 101, 103	Choose an item.

	3.SS.4.2.4 Identify local government officials.	<p><i>Specific Examples: SE: Introduced: Local Government, 144–145; Taught: Main Idea and Details, 145; Assessed: Got it?, 149</i></p> <p>SE: Local Government, 144–145; Got it?, 149; also see: Why We Need Government, 130, 131</p> <p>TG: Active Reading & Lesson Summary pages 91, 101, 103</p>	Choose an item.
Goal	Objective- The students will:	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.	3.SS.4.3.1 Identify ways children and adults can participate in their community and/or local governments.	<p><i>Specific Examples: SE: Introduced: Volunteering, Mentor, Tutor, Friend, 157–159; Taught: Good Citizens, Good Deeds, 160–165; Assessed: Review and Assessment, 182</i></p> <p>SE: Citizenship, 156–159; Good Citizens, Good Deeds, 160–165; Collaboration and Creativity: Conflict and Collaboration, 166–167; Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181</p> <p>TG: Active Reading & Lesson Summary pages 110–111, 113–116, 119–122, 125–128</p>	Choose an item.
Goal 4.4: Build an understanding of the evolution of democracy.	No objectives at this grade level		
Goal 4.5: Build an understanding of comparative government.	No objectives at this grade level		

Standard 5: Global Perspectives

Students in Grade 3 build an understanding of multiple perspectives and global interdependence.

<u>Goal</u>	<u>Objective- The students will:</u>	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
Goal 5.1: Build an understanding of multiple perspectives and global interdependence.	3.SS.5.1.1 Explore connections that the local community has with other communities throughout the world.	<i>Specific Examples: SE: Introduced: Moving Goods Around the World, 243; Taught: Free Market and Worldwide Trade, 244–245; Assessed: Got it?, 245</i> (Continued) SE: Moving Goods Around the World, 243; Free Market and Worldwide Trade, 244–245; Jobs Help the World, 257; Cultural Celebrations, 282–287 TG: Active Reading & Lesson Summary pages 175, 176, 185, 204–207	Choose an item.

	<p>3.SS.5.1.2 Examine the contributions from various cultures from other parts of the world to the development of the community and how they make that community unique.</p>	<p><i>Specific Examples:</i> SE: <i>Introduced:</i> Envision It!, 288; <i>Taught:</i> Compare and Contrast, 293; <i>Assessed:</i> Review and Assessment, 297</p> <p>SE: People and Cultures, 268–273; Culture Through the Arts, 276–281; Cultural Celebrations, 282–287; Our Nation’s Diversity, 288–293</p> <p>TG: Active Reading & Lesson Summary pages 194–197, 200–203, 204–207, 208–211</p>	<p>Choose an item.</p>
--	---	---	------------------------

Indicators of Quality		
Literacy Connections Across All Content Areas	Evidence-Give specific example	Rating: (Reviewer only)
Students will build knowledge and academic language through content rich, complex nonfiction texts.	<i>myWorld Social Studies</i> provides instruction in comprehension strategies and academic/content-specific vocabulary within the context of Social Studies texts. Representative Examples: SE: Main Idea and Details, 232–233, 251; Vocabulary, 235, 247	Choose an item.
Students will participate in Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.	<i>myWorld Social Studies</i> is fully designed to build reading, writing, and speaking skills and can be seamlessly integrated in the reading block of time. Each area of learning, such as reading, writing, or speaking, does not need to be a separate focus of teaching, but is taught in a single, rich lesson. Students are provided with several opportunities for reading and writing throughout every chapter and every lesson. Representative Examples: SE: myStory: Jacques-Yves Cousteau: Underwater Adventurer, 43–45; Reading Skills: Cause and Effect, 66–67, 75; myStory Book (Writing), 77	Choose an item.
Students will use digital resources strategically to conduct research and create and present material in oral and written form.	<i>myWorld Social Studies</i> utilizes storytelling to bring Social Studies content to life. Our exclusive interactive digital solution, on <i>Savvas' Realize™</i> , makes Social Studies personal for every student in a way that's easier for you. Using electronic tools, students can investigate new knowledge, produce projects, and distribute their work to an extended audience. Representative Examples: SE: myStory Video, 79; TG: Students as Digital Citizens, T24–T27; myStory Spark, 53; Chapter 3: Chapter Objectives page with Technology, 51; see savvasrealize.com for online e-text and teacher materials.	Choose an item.
Students will collaborate effectively for a variety of purposes while also building independent literacy skills.	Students actively engage in acquiring literacy skills in <i>Savvas' myWorld Social Studies</i> . Students love writing, drawing, circling, and underlining content in their own worktext. This format encourages greater interaction with the text and more active reading. Small group activities provide opportunities for students to demonstrate and transfer their understanding of the chapter content. Activities range from mapping, graphing, and role playing, to read-alouds and analyzing primary sources. Representative Examples: SE: Try It! (circling text), 67; TG: Differentiated Instruction, 27, 43	Choose an item.

Equity	Evidence-Give specific example	Rating: (Reviewer only)
<p>1. Materials are free from bias in their portrayal of ethnic groups, gender, age, disabilities, culture, religion, etc. and contain accommodations for multiple learning styles, students with exceptionalities, English Language Learners, and cultural differences.</p> <ul style="list-style-type: none"> • Multicultural Representation • Free from bias • Designed for use in planning and implementation of differentiated instruction addressing multiple learning styles and the needs of Talented and Gifted (TAG), English Language Learners (ELL) and Special Education (SPED) students. • The material provides a balanced representation of points of view regarding issues such as race, gender, religion, environment, business, industry, political orientation, careers and career choices. 	<p><i>myWorld Social Studies</i> provides a full range of text and illustrations across print and digital assets that depict the full range of contributions, heritage, experiences and achievements of males and females in American history.</p> <p><i>myWorld Social Studies</i> is committed to representing peoples and cultures in a fair and equitable way across ethnicities, gender, and abilities. Turning pages through the program will show the range of representation across children and adults at play, at work and within a home environment. Representative Examples: SE: Photos, 34, 42, 126, 180, 280</p>	<p>Choose an item.</p>
<p>2. The material offers texts representing a wide array of cultures and experiences, allowing students opportunities to learn about situations similar to and different from their own personal experiences.</p>	<p>Each student text has been carefully selected by subject-matter experts for its contribution to a diverse representation of cultures and voices. Accompanying illustrations and photographs were carefully reviewed to ensure accuracy and respectful representation of a wide array of cultures and experiences. Representative Examples: SE: Cultural Celebrations, 282–287; Our Nation’s Diversity, 288–293</p>	<p>Choose an item.</p>

Accessibility	Evidence-Give specific example	Rating: (Reviewer only)
<p>3. Accessible Education Materials (AEM): Print- and technology-based educational materials, including printed and electronic textbooks and related core materials that are designed or converted in a way that makes them usable across the widest range of student variability regardless of format (print, digital, graphical, audio, video). Laws that govern the use of AEM: 1.)The Individuals with Disabilities Education Act (IDEA) focuses on accessible formats of print instructional material in the following formats: Braille, Large Print, Audio Text & Digital Text; 2.) Two federal civil rights acts: Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act (ADA). Both prohibit discrimination on the basis of disability and speak to the obligation of public schools to provide accessible educational materials to students with disabilities who need them.</p> <ul style="list-style-type: none"> Submitted core PRINT materials must include assurance from the publishers agreeing to comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials. 	<p><i>myWorld Social Studies</i>, connects Social Studies content and literacy instruction with materials that are streamlined, flexible and attuned to today’s classroom. Our innovative digital instruction is seamlessly integrated, providing a blended program that is engaging, effective and easy to use. All materials in the program comply with NIMAS specifications regarding instructional materials.</p> <p>Representative Examples: TG: Students as Digital Citizens, T24–T27. Sign on to savvasrealize.com for student and teacher materials crossing all platforms.</p>	<p>Choose an item.</p>
Student Focus	Evidence-Give specific example	Rating: (Reviewer only)
<p>4. The material supports the sequential and cumulative development of foundational skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.</p>	<p>Savvas’ <i>myWorld Social Studies</i> integrates the sequential and cumulative development of foundational skills and processes with social studies content. Target Reading Skills throughout the text allow students to practice these essential skills in every lesson. The worktext format encourages greater interaction with the text and more active reading.</p> <p>Representative Examples: SE: Reading Skills: Summarize, 136–137; Draw Conclusions, 210–211</p>	<p>Choose an item.</p>
<p>5. The material provides many and varied opportunities for students to work with each standard within the grade level.</p>	<p><i>myWorld Social Studies</i> provides easy-to-use resources that engage all students, and includes standards-based social studies content that reinforces literacy instruction. The program is designed to help you address critical knowledge and skill development in the time you have to teach social studies.</p> <p>Representative Examples: SE: Big Question, 12; Got It? 21, 29; Review and Assessment, 38–40; myStory Book, 41; TE: Objectives, 52, 55, 59, 61; myWorld Activity, 21; Differentiated Instruction, 16, 19</p>	<p>Choose an item.</p>

<p>6. The material reflects the progression of the strands and how they build within and across the grades in a logical way. This enables students to develop and demonstrate their independent capacity to read and write at the appropriate level of complexity and sophistication indicated by the standards.</p>	<p>Providing students with instruction in comprehension skills is critical in the social studies classroom. Each level of <i>myWorld Social Studies</i> program provides numerous opportunities to integrate language arts skills with the social studies content. The <i>myWorld Social Studies</i> program is fully designed to build reading and writing skills at the appropriate level of complexity and can be seamlessly integrated into the social studies classroom.</p> <p>Representative Examples: SE: Reading Skills: Main Idea and Details, 232; myStory Spark, 222; myStory Book, 263; TG: Differentiated Instruction, 128; myStory Book, 129; myStory Activity, 129</p>	<p>Choose an item.</p>
<p>7. The material engages the reader, i.e. does it correspond with age appropriate interests?</p>	<p>All aspects of the design and content of <i>myWorld Social Studies</i> engages the reader with age appropriate interests. Videos, illustrations, stories, photos, graphics, and texts are seamlessly intertwined to create a grade-appropriate and content-rich experience.</p> <p>Representative Examples: SE: Where Communities Are Located (maps and photos), 24–29; myStory Video, 43; TG: myStory Spark, 26</p>	<p>Choose an item.</p>
<p>8. The material cross-refers and integrates with other subjects in related areas of the curriculum.</p>	<p>Savvas' <i>myWorld Social Studies</i> provides opportunities for teachers and students opportunities to integrate other subject areas throughout the program. Research activities, Differentiated Instruction, and text activities provide a rich learning experience for all students. Nonfiction <i>Leveled Readers</i> and <i>Content Readers</i> allow you to integrate social studies in your reading block and bring learning full circle for students.</p> <p>Representative Examples: SE: Jacques-Yves Cousteau-Underwater Adventurer, 43–45 (Marine Science); New Ways to Communicate, 204–209 (Science and Technology)</p>	<p>Choose an item.</p>
<p>9. The material includes strategies and textual content that are grade appropriate.</p>	<p>Savvas' <i>myWorld Social Studies</i> includes strategies and textual content that grade appropriate. At the beginning of each chapter, students watch a video in which children their own age explore the Big Questions and the key ideas they'll learn about in the text. In each grade level students explore target reading, critical thinking, graph, and map skills that grade and content appropriate.</p> <p>Representative Examples: SE: Map Skills: Interpret Maps, 58–59; Reading Skills: Sequence, 88–89; The Big Question, 126, 131; myStory Video, 127; TG: Objectives, 90</p>	<p>Choose an item.</p>

<p>10. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.</p>	<p>Each student text of Savvas' <i>myWorld Social Studies</i> includes a balance of text types and lengths. The text includes headings and subheadings, different type faces, and specific graphics to highlight key features and teaching moments. The Got It?, Try It!, and Review and Assessment activities encourages in-depth reading and synthesis of the text. Representative Examples: SE: Mission San Luis, 79–81; Got It?, 135; Try It!, 137; Review and Assessment, 152–155</p>	<p>Choose an item.</p>
<p>11. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.</p>	<p>One of the most important and challenging responsibilities of a teacher is to create and execute activity-based learning experiences while ensuring that activities are high quality and lead to real learning. The myWorld Activity for each chapter includes activity cards; provides a non-written performance assessment option for each chapter; and hands-on, minds-on activities addressing a wide variety of learning styles. Representative Examples: TG: myWorld Activity: Who Am I? Activity Cards #1–5, page 86; Presentation myWorld and me, 90, 96, 100; Performance Assessment: Choice A and Choice B, 106</p>	<p>Choose an item.</p>
<p>12. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.</p>	<p>Teachers know that students learn best when they tackle real-world problems that spark their curiosity and relate to their lives. The challenge is to make lessons interesting and relevant for students, while making sure students can develop problem-solving skills and encourage research and inquiry skills. Opportunities for individual learning and cooperative learning exist at all levels. Representative Examples: TG: myWorld Activity: That Doesn't Belong! Activity Cards #1–5, page 1; Differentiated Instruction, 47</p>	<p>Choose an item.</p>
<p>13. The material has activities and assignments that reflect varied learning styles of students.</p>	<p>Diverse student needs, experiences, and learning styles challenge today's classrooms. Differentiated Instruction includes flexible teaching techniques oriented to various learning modalities and work habits. Savvas' <i>myWorld Social Studies</i> provides activities and strategies teachers can employ to create a student-centered, personalized instructional approach. Representative Examples: TG: Differentiated Instruction, 7, 41, 70, 145</p>	<p>Choose an item.</p>
<p>14. The material includes appropriate instructional strategies.</p>	<p>Explicit instruction in comprehension strategies within the context of social studies texts exists at each level of Savvas' <i>myWorld Social Studies</i>. Students explore target reading, critical thinking, graph, and map skills. Graphic and semantic organizers are used to provide concrete representations of abstract thinking processes. Representative Examples: SE: Reading Skills: Sequence, 88–89; Graph Skills: Line Graphs, 252–253; Critical Thinking: Research, 294–295</p>	<p>Choose an item.</p>

Pedagogical Approach	Evidence-Give specific example	Rating: (Reviewer only)
<p>15. The material offers strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.</p>	<p>Diverse student needs, experiences, and learning styles challenge today’s teachers. Educators who differentiate instruction recognize students as individuals with individual learning needs. They realize students learn at different rates and also in a variety of ways. English Language Learner Notes provide suggestions for assisting English learners at various proficiency levels. Differentiated Instruction Notes provide suggestions to modify the material for all students. Representative Examples: TG: Support English Language Learners, 91, 120; Differentiated Instruction, 122, 128, 135, 145</p>	<p>Choose an item.</p>
<p>16. The material provides suggestions for scaffolding that support the comprehension of grade-level text without replacing students’ opportunities for full and regular encounters with grade-level complex texts. Removing the scaffolding over the course of the materials is encouraged.</p>	<p><i>myWorld Social Studies</i> provides suggestions for scaffolding that support the comprehension of grade-level text. Each chapter is built around a Big Question, which is revisited in each lesson and chapter assessment. Each chapter begins with a song, myStory, or myVideo that introduces the topics. Comprehension skills and activities are intertwined within the text to help students make sense of information about the world they live in. The myStory Book and myWorld Activity encourages students to demonstrate understanding of the chapter content. Representative Examples: SE: The Big Question, 156; myStory video, 157; Fact and Opinion, 165; Reading Skills: Fact and Opinion, 174–175; TG: The Big Questions, 111; Fact and Opinion, 123–124</p>	<p>Choose an item.</p>
<p>17. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.</p>	<p>All Teacher’s Guides of <i>myWorld Social Studies</i> include English Language Learning objectives for each lesson. ELL Notes on Active Reading pages provide suggestions for supporting English Language Learners at several levels of English proficiency. In addition, Extra Support at the bottom of each Digital Presentation provides Language Support. Finally, lesson plans for leveled readers provide suggestions for ELL students. Representative Examples: TG: Support English Language Learners, 45, 54, 56, 72</p>	<p>Choose an item.</p>

<p>18. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.</p>	<p><i>Savvas' myWorld Social Studies</i> includes clear and concise instruction for teachers and students. The Lesson Plan Summaries for each lesson provide a quick summary of the steps teachers can use to teach the lesson using both digital and print resources. The Active Reading Pages provide additional comprehension questions, English Language Learner Notes, and Differentiated Instruction Notes. The Chapter Review and Assessment Options page explores options for assessment. Representative Examples: TG: Lesson Plan Summary, 75, 79; Active Reading notes, 76–77, 78; Review and Assessment, 83–85</p>	<p>Choose an item.</p>
<p>19. The material assesses students at a variety of knowledge levels (e.g., recall, inferencing/analyzing, reasoning, problem solving) centered on grade-level texts that are clearly aligned and measureable against the expectations of the ICS.</p>	<p>Teachers have many opportunities to assess students' strengths and weaknesses and analyze their performance based on specific goals and criteria. Got It? & Review and Assessment activities exist for all lessons and chapters. <i>myWorld Activity</i> and <i>myStory Book</i> for each chapter provide two great performance assessment options. Chapter Tests, in digital and text formats, provide quick formal and summative assessment options. Representative Examples: SE: Got It?, 135, 143, 149; Review and Assessment, 152–154; <i>myStory Book</i>, 155; TG: <i>my World Activity</i>, 106</p>	<p>Choose an item.</p>
<p>20. The material offers ongoing, easily implemented, and varied assessments.</p> <ul style="list-style-type: none"> Assessments should clearly denote which standards are being emphasized. They should also include aligned rubrics and scoring guidelines that provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up. 	<p><i>Savvas' myWorld Social Studies</i> includes ongoing traditional assessments that focus on tests and written work & performance assessment that show learning in active and nontraditional formats. Representative Examples: SE: Review and Assessment, 182–185; TG: Active Reading support, 126–127; <i>my World Activity</i>, 129; Guide to Assessment, T47</p>	<p>Choose an item.</p>

Presentation and Design	Evidence-Give specific example	Rating: (Reviewer only)
<p>21. The material has an aesthetically appealing appearance (attractive, inviting).</p>	<p>All text and digital components of Savvas' <i>myWorld Social Studies</i> has an aesthetically appealing appearance. Color photographs and illustrations, graphic organizers and charts, maps and tables, and content-rich videos have been intertwined to create a rich student-centered learning environment. Representative Examples: SE: Producers and Consumers, 234–239; myStory Video Link, 192</p>	<p>Choose an item.</p>
<p>22. Layout is consistent, clear, and understandable.</p> <ul style="list-style-type: none"> • The material has headings and sub-headings that make it easy to navigate through the book. • Chapters are logically arranged. • Text provides a useful table of contents, glossary, and index. • Text contains references, bibliography, and resources. 	<p>The layout is consistent, clear, and understandable in Savvas' <i>myWorld Social Studies</i>. The student text includes a clear easy to use Table of Contents, Glossary, and Index, and Credits page. Each chapter follows a consistent format, are logically arranged, and include headings that encourage students to comprehend the material. Explicit instruction that includes teacher activities and questions help students to analyze the structure and layout of the text. Representative Examples: SE: Table of Contents, iv–xii; Glossary, R1–R5; Index, R6–R14; Credits, R15–R17; TG: New Ideas in Human Rights, 155; Differentiated Instruction, 155</p>	<p>Choose an item.</p>
<p>23. The material uses a language/reading level suitable for the intended readers.</p>	<p>Savvas' <i>myWorld Social Studies</i> uses a language/reading level of the intended audience. Instruction promotes active engagement with the vocabulary, as well as repeated exposure in many contexts. Representative Examples: SE: Vocabulary, 47; George Washington: America's First President (text), 127–129; also see: TG: Reading in the Social Studies Classroom, T32–T35</p>	<p>Choose an item.</p>
<p>24. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.</p>	<p>All student materials in <i>myWorld Social Studies</i> includes a balance of text and illustrations or graphics. Images enhance the text, encouraging students to visualize important ideas and concepts. The text font size is appropriate for each grade level. Representative Examples: SE: Native American photo, 86; Sequence (graphic organizer), 88–89</p>	<p>Choose an item.</p>
<p>25. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.</p>	<p>Illustrations, photographs, and graphics in <i>myWorld Social Studies</i> are directly related to the content and are accompanied with descriptive captions. The Teacher's Guide includes comprehension questions that connect the images with lesson material. Representative Examples: SE: Photos, 120; Chart, 211; TG: Analyze Images, 82; Differentiated Instruction, 151</p>	<p>Choose an item.</p>

<p>26. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.</p>	<p>Color photographs and illustrations, graphic organizers and charts, maps and tables, and content-rich videos are accurate and well integrated into the text. The Student Worktext includes concise captions and instructions encourage students to explore this non-text content. The Teacher’s Guide includes teaching strategies and questions to interconnect this material with the text. Representative Examples: SE: Photos, 52; Map: North America, Climate Regions, 53; TG: Analyze Visuals, 33; Analyze Maps, 33</p>	<p>Choose an item.</p>
<p>Technology</p>	<p>Evidence-Give specific example</p>	<p>Rating: (Reviewer only)</p>
<p>27. The material includes or references technology that provides teachers with additional tasks for students.</p>	<p>Savvas’ Realize <i>myWorld Social Studies</i> allows students and teachers to travel beyond the classroom with technology that blends easily into any classroom. Time-saving activities, interactive presentations, and classroom management tools allow for seamless integration of 21st century skills and daily lesson planning. Digital courseware on Savvas’ Realize™ platform also includes digital presentations, eTexts, myStory Videos, teacher podcasts, leveled readers, and 21st century learning lessons. Representative Examples: TG: Students as Digital Citizens, T24–T27; Building 21st Century Learning Environments, T28–T31; myStory Video, 127; Chapter 1: Chapter Objectives page with Technology, 1; see savvasrealize.com for online text and Teacher materials.</p>	<p>Choose an item.</p>
<p>28. The material includes guidance for the mindful use of embedded technology to support and enhance student learning.</p>	<p>Savvas’ Realize <i>myWorld Social Studies</i> platform integrates technology and 21st century skills such as innovating, working in teams, or evaluating websites. The helps teachers to develop experiences in which students use technology to communicate and collaborate with others in the classroom, school, community, and world. Representative Examples: TG: Students as Digital Citizens, T24–T27. See savvasrealize.com for online e-text and Teacher materials.</p>	<p>Choose an item.</p>
<p>Does the electronic/digital/online version of the materials:</p>	<p>Evidence-Give specific example</p>	<p>Rating: (Reviewer only)</p>
<p>29. The material has “platform neutral” technology (i.e., will run on Windows or other platforms) and availability for networking.</p>	<p>Savvas’ Realize™ <i>myWorld Social Studies</i> is platform neutral and available for networking. Please specifications at the platform website. Representative Examples: Sign on to savvasrealize.com for student and teacher materials crossing all platforms.</p>	<p>Choose an item.</p>

<p>30. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).</p>	<p>All platforms of Savvas' Realize allows the students to control their digital experience. Among Songs and videos, digital eText, hands-on activities, and digital game-like practice make learning experiential. <i>myWorld Social Studies</i> motivates learners and connects them to the real world. Representative Examples: TG: Students as Digital Citizens, T24–T27. Also see: savvasrealize.com see Chapter Opener: Big Question; mVideo; and myStory Spark (students can find all materials in English and Spanish)</p>	<p>Choose an item.</p>
--	--	------------------------

Notes: Click here to enter text.