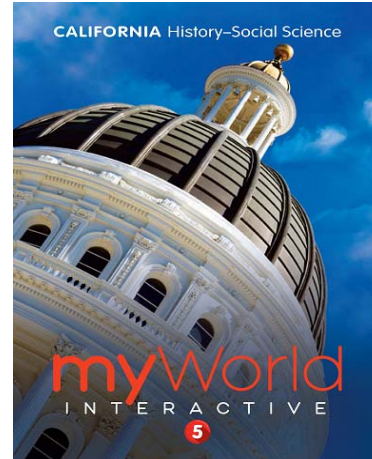
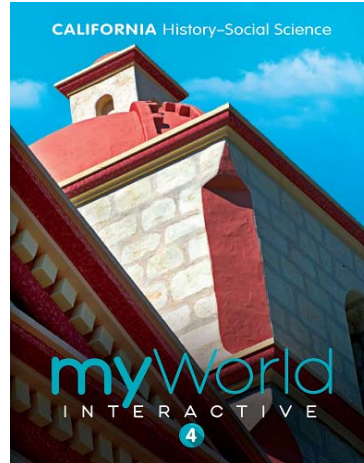
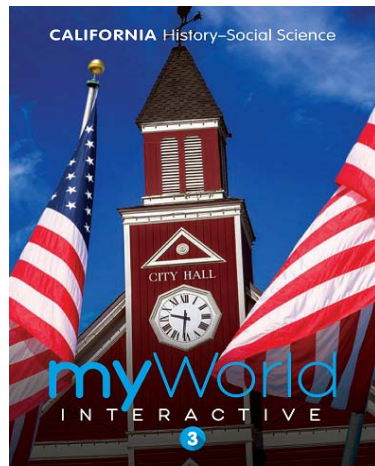
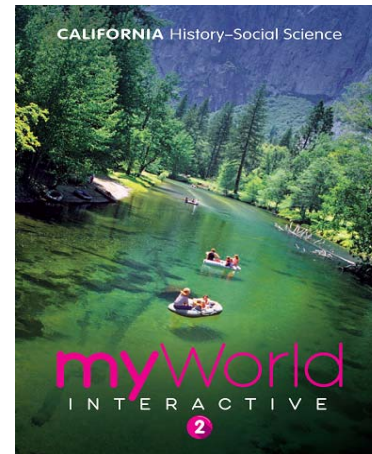
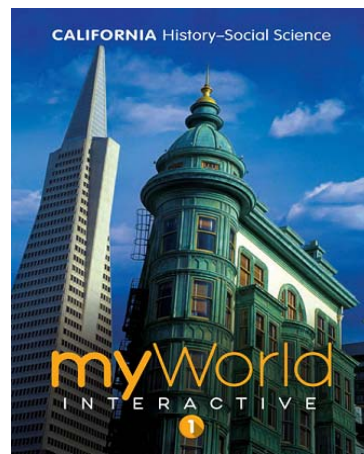
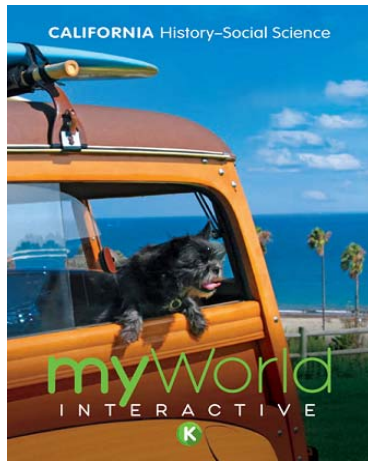


Pearson California History-Social Science Grades K-5, ©2019



Evaluation Criteria Map

Evaluation Criteria Map

Category 1: History–Social Science Content/Alignment with Standards

History–Social Science Content/ Alignment with Standards	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
<p>1. Instructional materials, as defined in <i>Education Code</i> Section 60010(h), support instruction designed to ensure that students master all the <i>History–Social Science Content Standards</i> for the intended grade level. Analysis skills of the pertinent grade span must be covered at each grade level. This instruction must be included in the student edition of the instructional materials; while there can be direction in materials for the teacher to support instruction in the standards, this cannot be in lieu of content in the student edition. The standards themselves must be included in their entirety in the student materials, either at point of instruction or collected together at another location.</p>	<p>All History-Social Science Content Standards, including the Analysis Skills, are met in their entirety in the student edition. See Standards Map for each grade.</p> <p>All Standards are listed in their entirety in the Student Edition: SE GK: pp. xvii-xix SE G1: pp. xvii-xix SE G2: pp. xvii-xix SE G3: pp. xix-xxi SE G4: pp. xxiii-xxv SE G5: pp. xxvii-xxxi</p>			
<p>2. Instructional materials reflect and incorporate the content of the <i>History–Social Science Framework</i>.</p>	<p>The content in the <i>Framework</i> is completely reflected and thoroughly embedded throughout the Instructional materials.</p> <p>SE GK: p. 0, 6-9, 32, 96-98, 144-149 SE G1: pp. 14-17, 42-43, 124-127, 147-149 SE G2: pp. 24-26, 52-53, 80-84, 86-87, 138-141 SE G3: pp. 78-79, 131, 137, 150-151 SE G4: pp. 92,186-192, 245, 251 SE G 5: pp. CA22, 92, 109, 340-342, 393</p>			

Evaluation Criteria Map

History–Social Science Content/ Alignment with Standards	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
3. Instructional materials shall use proper grammar and spelling (<i>Education Code</i> Section 60045).	All course materials adhere to this criterion.			
4. Instructional materials present accurate, detailed content and a variety of perspectives and encourage student inquiry.	SE GK: pp. 28, 60-61, 79, 158-159 AR GK, 1, 2: Thinking Like a Citizen readers SE G1: pp. 156-157, 74-75, 109 SE G2: pp. 28, 186-191 SE G3: pp. 58-59, 74, 86, 126, 200 SE G4: pp. 96-98, 110-111 SE G5: pp. 280-281 AG G5: p. 161			
5. History is presented as a story well told, with continuity and narrative coherence (a beginning, a middle, and an end), and based on the best recent scholarship. Without sacrificing historical accuracy, the narrative is rich with the forceful personalities, controversies, and issues of the time. Primary sources, such as letters, diaries, documents, and photographs, are incorporated into the narrative to present an accurate and vivid picture of the times in order to enrich student inquiry.	This criterion is broadly supported in the program. SE GK: pp. iii, 20 SE G1: pp. iii, 136, 50 SE G2: pp. iii, 172 SE G3: pp. iii, 83 SE G4: pp. iii, 76, 206 SE G5: pp. iii, 90, 232, 238			

Evaluation Criteria Map

History–Social Science Content/ Alignment with Standards	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
<p>6. Materials include sufficient use of primary sources appropriate to the age level of students so that students understand from the words of the authors the way people saw themselves, their work, their ideas and values, their assumptions, their fears and dreams, and their interpretation of their own times. These sources are to be integral to the program and are carefully selected to exemplify the topic. They serve as a voice from the past, conveying an accurate and thorough sense of the period. When only an excerpt of a source is included in the materials, the students and teachers are referred to the entire primary source. The materials present different perspectives of participants, both ordinary and extraordinary people, in world and U.S. history, and further student inquiry.</p>	<p>SE GK: pp. xii-xiii, 28 SE G1: pp. xiii, 50, 92, 94-95, 136 SE G2: pp. xiii, 152 SE G3: pp. xii-xiii, 51, 93, 118 SE G4: pp. xvi-xvii, 53, 154 SE G5: pp. xviii-xx, 262, 345 AR All Grades: Student Edition Primary Sources: Additional Information</p>			
<p>7. Materials include the study of issues and historical and social science debates. Students are presented with different perspectives and come to understand the importance of reasoned debate and reliable evidence, recognizing that people in a democratic society have the right to disagree.</p>	<p>Students have opportunities to engage in Quest civic discussions of issues and historical and social-science debates. SE GK: pp. 9, 158-159, 160 SE G1: pp. 12,30 TE G1: p. T34 AG G2: pp. xii, 38-45, 56-57, 61 SE G3: pp. 180-181, 223 SE G4: pp. 174-175, 211 SE G5: pp. 272-275, 360-361, 405 TE G5: pp. T48-T49</p>			

Evaluation Criteria Map

History–Social Science Content/ Alignment with Standards	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
<p>8. Throughout the instructional resources, the importance of the variables of time and place— history and geography—is stressed repeatedly. In examining the past and present, the instructional resources consistently help students recognize that events and changes occur in a specific time and place. Instructional resources also consistently help students judge the significance of the relative location of place.</p>	<p>AG GK: pp. 69, 73 SE G1: pp. 66, 121, 126 SE G2: pp. 52-53 AG G2: pp. 29, 32 SE G3: p. CA11, 112-115 SE G4: pp. 128-129 SE G5: CA15, 68-72</p>			
<p>9. The history–social science curriculum is enriched with various genres of fiction and nonfiction literature of and about the historical period. Forms of literature such as diaries, essays, biographies, autobiographies, myths, legends, historical tales, oral literature, poetry, and religious literature richly describe the issues or the events studied as well as the life of the people, including both work and leisure activities. The literary selections are broadly representative of varied cultures, ethnic groups, men, women, and children and, where appropriate, provide meaningful connections to the content standards in English–language arts, mathematics, science, and visual and performing arts.</p>	<p>SE GK: pp. CA0, 22-23 AG GK: p. 25 TE GK p. 41 SE G1: pp. CA5, 136, 174 TE G1: p. 65</p> <p>SE G2: pp. 56, 193 TE G2: pp. 111, 189</p> <p>SE G3: pp. 68-69 118 TE G3: p. 53 AG G3: pp. 99-100</p> <p>SE G4: pp. 210, 236 TE G4: pp. 107, 300</p> <p>SE G5: p. 170 TE G5: pp. 44, 161 AG G5: pp. 12-13</p>			

Evaluation Criteria Map

History–Social Science Content/ Alignment with Standards	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
<p>10. Materials on religious subject matter remain neutral; do not advocate one religion over another; do not include simulation or role playing of religious ceremonies or beliefs; do not include derogatory language about a religion or use examples from sacred texts or other religious literature that are derogatory, accusatory, or instill prejudice against other religions or those who believe in other religions. Religious matters, both belief and nonbelief, must be treated respectfully and be explained as protected by the U.S. Constitution. Instructional materials, where appropriate and called for in the standards, include examples of religious and secular thinkers in history. When the standards call for explanation of belief systems, they are presented in historical context. Events and figures detailed in religious texts are presented as beliefs held by members of that religion, are clearly identified as such, and should not be presented as fact unless there is independent historical evidence justifying that presentation. All materials must be in accordance with the guidance provided in the updated <i>History–Social Science Framework</i>, Appendix C, “Religion and the Teaching of History–Social Science,” and <i>Education Code</i> sections 51500, 51501, 51511, and 51513.</p>	<p>All course materials on religious subject matter adhere to this criterion. SE GK NA SE G1: pp. 159, 184 SE G2: pp. 12-13, 91 SE G3: p. 200 SE G4: pp. 92-93, 104-105 SE G5: p. 278</p>			
<p>11. Numerous examples are presented of women and men from different demographic groups who used their learning and intelligence to make important contributions to democratic practices and society and to science and technology. Materials emphasize the importance of education in a democratic society.</p>	<p>SE GK: pp. 20, 160, 136 SE G1: pp. 16, 106, 212 SE G2: pp. 66, 172 SE G3: pp. 212, 216, 218, 258 SE G4: pp. 206, 275, 290-294 SE G5: pp. 54-56, 153, 261-264, 346</p>			

Evaluation Criteria Map

History–Social Science Content/ Alignment with Standards	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
<p>12. For grades six through eight, the breadth and depth of world history to be covered are described in the <i>History–Social Science Framework</i> course descriptions. In addition to the content called for at grade six, instructional materials shall include the grade seven content standards on the Roman Empire (standard 7.1 and its sequence) and Mayan civilization (standard 7.7 and the applicable Mayan aspects of the sequence). In addition to the content called for at grade eight, materials shall include the grade seven content standards on the Age of Exploration, the Enlightenment, and the Age of Reason (standard 7.11 and its sequence).</p>	NA			
<p>13. Student writing assignments are aligned with the grade-level expectations in the <i>California Common Core State Standards for English Language Arts</i> (adopted by the State Board of Education in 2013), including both the Writing Standards for K–5 and 6–12 (as applicable), and the Writing Standards for Literacy in History/Social Studies 6–12, the <i>California English Language Development Standards</i>, and the <i>English Language Arts/English Language Development Framework</i>.</p>	<p>SE GK: pp. 142-143, 163 TE GK: pp. T8-T15 AG GK: p. 52</p> <p>SE G1: pp. 74-75, 109 TE G1: pp. T10-T17, 35, 151</p> <p>SE G2: pp. CA11, 174 TE G2: pp. T8-T15, 11, 25, 75 AG G2: pp. 38-43</p> <p>SE G3: pp. 38-39, 75 TE G3: pp. T8-T15, 29, 161</p> <p>SE G4: pp. 258-259, 307 TE G4: pp. T12-T21, 163</p> <p>SE G5: pp. 86-87, 131 TE G5: pp. T14-T23, 78</p>			

Evaluation Criteria Map

History–Social Science Content/ Alignment with Standards	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
<p>14. Instructional materials use biography to portray the experiences of men, women, children, and youths. Materials shall include the roles and contributions of people from different demographic groups: Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the total development of California and the United States (<i>Education Code</i> Section 60040).</p>	<p>SE GK: p. 28, 136 AR GK, G1, G2: Biography Cards SE G1: pp. 97-99, 138, 212</p> <p>SE G2: pp. 147, 152-153, 165, 172 SE G3 pp. 70, 201, 214, 216 AR G3, G4, G5: Biography Cards</p> <p>SE G4: pp. 78, 164, 206, 237, 248, 262-263, 302 SE G5: pp. 22, 350</p>			
<p>15. Instructional materials, where appropriate, examine humanity’s place in ecological systems and the necessity for the protection of the environment (<i>Education Code</i> Section 60041). Materials include instructional content based upon the Environmental Principles and Concepts developed by the California Environmental Protection Agency and adopted by the State Board of Education (<i>Public Resources Code</i> Section 71301) where appropriate and aligned to the history–social science content standards. (See Appendix F).</p>	<p>SE GK: p. 105 SE G1: p. 39 SE G2: Back cover, pp. 58-59, 65 SE G3: pp. 26-27 SE G4: p. 151 SE G5: pp. 6-12, 148-149</p>			
<p>16. Instructional materials for grades five and eight shall include a discussion of the Great Irish Famine of 1845–1850 and the effect of the famine on American history (<i>Education Code</i> Section 51226.3[e]).</p>	<p>SE G5: pp. 341, 342, p. 354 #11</p>			

Evaluation Criteria Map

History–Social Science Content/ Alignment with Standards	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
17. Emphasis is placed on civic values, democratic principles, and democratic institutions, including frequent opportunities for discussion of the fundamental principles embodied in the U.S. Constitution and the Bill of Rights. When appropriate to the comprehension of pupils, instructional materials shall include a copy of the U.S. Constitution and the Declaration of Independence (<i>Education Code</i> Section 60043).	SE GK: pp. 6-8, 18-21 AR: GK, G1, G2: Thinking Like a Citizen readers SE G1: pp. 14-17 SE G2: pp. 90-91 SE G3: pp. 180-181, 223, R1-R26 SE G4: pp. 312-313, 351, R1-R26 SE G5: pp. 260-265, 276-278, 282-286, R1-R26			
18. Materials emphasize America's multi-ethnic heritage and its contribution to this country's development while explaining how American civic values provide students with a foundation for understanding their rights and responsibilities in this pluralistic society (<i>Education Code</i> sections 51226.5 and 60200.6).	SE GK: pp. 10-11, 160 SE G1: pp. 146-149, 158-161 SE G2: pp. 76-77, 186-191 SE G3: pp. CA4, 190-191 SE G4: p. 206 SE G5: pp. 288, 340-343			
19. Materials on American life and history give significant attention to the principles of morality, truth, justice, and patriotism and to a comprehension of the rights, duties, and dignity of American citizenship, inspiring an understanding of and a commitment to American ideals. Examples of memorable addresses by historical figures are presented in their historical context, including the effect of those addresses on people then and now (<i>Education Code</i> sections 52720 and 60200.5).	SE GK: pp. CA1, 46-47, 157 AR GK, G1, G2: Famous Speeches AR GK, G1, G2: Thinking Like a Citizen readers SE G1: pp. CA 0, 4-6, 106 AG: G1 pp. 2-16 SE G2: pp. 100, 146-149 SE G3: pp. 172, 190-195, 256 AR G3, G4, G5: Famous Speeches SE G4: pp. CA3, 302, 346, 160, 248 SE G5: pp. 290, 273-274, 344-345			

Evaluation Criteria Map

History–Social Science Content/ Alignment with Standards	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
<p>20. Materials for studying the life and contributions of Martin Luther King, Jr., and the civil rights movement shall be included at each grade level, with suggestions for supporting the respective holidays in honor of those men and the accompanying activities (<i>Education Code</i> Section 60200.6). In those grade levels when the life of King is not directly connected to the historical narrative (e.g., sixth grade), it is acceptable to include this content in a distinct product that is included as part of the core program for that grade level. However, these materials must be provided to all students using the program.</p>	<p>SE GK: pp. 157, 160 AR GK, G1, G2: Biography Cards</p> <p>SE G1: pp. 98, 105 TE G1: p. 105 SE G2: pp. 106-107, 201</p> <p>SE G3: pp. 204-205 AR G3, G4, G5: Biography Cards</p> <p>G4: p. CA3 TE G4: p. CA3 SE G5: p. CA4</p>			
<p>21. Where appropriate to the topics being covered, materials highlight the life and contributions of Cesar Chavez, the history of the farm labor movement in the United States, and the role of immigrants, including Filipino Americans, in that movement (<i>Education Code</i> Section 51008).</p>	<p>SE GK: p. 19 AR GK, G1, G2: Biography Cards</p> <p>SE G1: pp. 99, 178 SE G2: pp. 150, 202</p> <p>SE G3: pp. 210-211 AR G3, G4, G5: Biography Cards</p> <p>SE G4: pp. 262-263, 268-269 SE G5: p. CA4</p>			

Category 2: Program Organization

Program Organization	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
1. Sequential organization of the material provides structure concerning what students should learn each year and allows teachers to convey the history–social science content efficiently and effectively.	SE GK: pp. iv-x SE G1: pp. iv-x SE G2: pp. iv-x SE G3: pp. iv-x SE G4: pp. iv-xii SE G5: pp. iv-xii			
2. The instructional materials provide instructional content for 180 days of instruction for at least one daily class period.	TE GK: pp. T4-T7, 32a-32b TE G1: pp. T4-T9, 142a-142b TE G2: pp. T4-T7, 104a-104b TE G3: pp. T4-T7, 178a-178b TE G4: pp. T4-T11, 308a-308b TE G5: pp. T4-T13, 244a-244b			

Evaluation Criteria Map

Program Organization	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
<p>3. The content is well organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the standards and framework. The academic language (i.e., vocabulary) specific to the content is presented in a manner that provides explicit instructional opportunities for teachers and appropriate practice for all students.</p>	<p>See Table of Contents in each Student Edition.</p> <p>See also Integrated ELD and Differentiated Instruction notes in the Teacher Edition to support all learners.</p> <p>SE GK: pp. v-x TE GK: pp. 19, 20, 84</p> <p>SE G1: pp. v-x, 28-29, 31, 33 TE G1: pp. 2, 6 (Continued) AG G1: p. 41 SE G2: pp. v-x, 4-5, 19, 31-32 TE G2: pp. 11, 126</p> <p>SE G3: pp. 228, 260-261 TE G3: pp. v-x, 234, 235</p> <p>SE G4: pp. v-xii, 90-91, 112-113, 122 TE G4: pp. 118, 119</p> <p>SE G5: pp. v-xii, 148, 150-151, 192-193 TE G5: pp. 66, 67</p>			

Evaluation Criteria Map

Program Organization	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
4. A detailed, expository narrative approach providing for in-depth study is the predominant writing mode and focuses on people and their ideas, thoughts, actions, conflicts, struggles, and achievements.	SE GK: pp. 12-13 SE G1: pp. 124-125 SE G2: pp. 58-59 SE G3: p. 64 SE G4: pp. 224-225 SE G5: pp. 234-235			
5. Explanations are provided so that students clearly understand the likely causes of the events, the reasons the people and events are important, why things turned out as they did, and the connections of those results to events that followed.	SE GK: pp. 152-153 SE G1: pp. 168-169 SE G2: pp. 52-53 SE G3: p. 116 SE G4: pp. 180-183 SE G5: pp. 321-322, 326			
6. The narrative unifies and interrelates the many facts, explanations, visual aids, maps, and literary selections included in the topic or unit. Those components clearly contribute directly to students' deeper understanding and retention of the events.	All the maps, graphs, and visuals are strongly related to the content of the narrative and help students visualize, extend, process, and remember the narrative content. SE GK: p. 126 SE G1: pp. 42-43 SE G2: pp. 126-127 SE G3: pp. 42-43 SE G4: pp. 39, 299 SE G5: pp. 366-367			

Evaluation Criteria Map

Program Organization	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
7. The relevant grade-level standards shall be explicitly stated in both the teacher and student editions. Topical or thematic headings reflect the framework and standards and clearly indicate the content that follows.	SE GK: pp. xvii-xix, 6 TE GK: pp. T4-T7, 44 SE G1: pp. xvii-xix, 1, 17 TE G1: pp. T4-T7, 9 SE G2: pp. xvii-xix, 134 TE G2: pp. T4-T7, 120 SE G3: pp. xix-xxi, 137 TE G3: pp. T4-T7, 112 SE G4: pp. xxiii-xxv, 26 TE G4: pp. T4-T11, 15 SE G5: pp. xxvii-xxx, 264 TE G5: pp. T4-T13, 212			
8. Each topic builds clearly on the preceding one(s) in a systematic manner.	SE GK: pp. 4-25 SE G1: pp. 76-105 SE G2: pp. 38-53 SE G3: pp. 228-257 SE G4: pp. 132-161 SE G5: pp. 192-237			
9. Topics selected for in-depth study are enriched with a variety of materials and content-appropriate activities and reflect the framework’s course descriptions.	See Quests in each chapter of every grade. Quests bring depth to topics in the framework course descriptions. SE GK: pp. 2-3, 31 SE G1: pp. 74-75, 109 SE G2: pp. 136-137, 175 SE G3: pp. 180-181, 223 SE G4: pp. 174-175, 211 SE G5: pp. 360-361, 405 AG G5: pp. 37-46			

Evaluation Criteria Map

Program Organization	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
10. Each unit presents strategies for universal access, including ways in which to improve the vocabulary and reading and language skills of English learners in the context of history–social science.	TE GK: pp. 19, 20 TE G1: pp. 2, 6 TE G2: pp. 11, 96 TE G3: pp. v-x, 234, 235 TE G4: pp. 118, 119 TE G5: pp. 66, 67			
11. The materials support the development of academic vocabulary for all students and provide instruction and opportunities for student practice and application in key vocabulary.	TE GK: pp. T20-T22, 42 SE G1: pp. 42, 44, 45 TE G1: pp. T20-T22, 42 SE G2: pp. 74, 77 TE G2: pp. T18-T20, 74, 77 SE G3: pp. 228, 232 (Continued) TE G3: pp. T18-T20, 228, 233 SE G4: pp. 6, 13 TE G4: pp. T26-T28, 6 SE G5: pp. 48, 51, 64 TE G5: pp. T28-T30, 48, 64			
12. Materials explain how history–social science instruction may be improved by the effective use of library media centers and information literacy skills.	SE GK: p. CA10 SE G1: p. CA12 SE G2: p. CA12 SE G3: p. CA20 SE G4: p. CA22 SE G5: p. CA22			

Evaluation Criteria Map

Program Organization	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
13. The tables of contents, indexes, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students.	AR all grades: School-to-Home Newsletters SE GK: pp. iv-xvi, R6-R18 TE GK: pp. T31-T33, 55 SE G1: pp. iv-xvi, R6-R26 TE G1: pp. T31-T33, 213-214 SE G2: pp. iv-xvi, R6-R29 TE G2: pp. T29-T31, 173 SE G3: pp. iv-xviii, 31, R28-R52 TE G3: pp. T29-T31, 32 SE G4: pp. iv-xxii, 249, R37-R62 (Continued) TE G4: pp. T37-T39, p. 250 SE G5: pp. iv-xxv, 291, R37-R73 TE G5: pp. T39-T41, 291			

Evaluation Criteria Map

Category 3: Assessment

Assessment	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
1. Assessments in the instructional materials should reflect the goals of Chapter 19 of the <i>History–Social Science Framework</i> . Assessment tools measure what students know and are able to do, including their analysis skills, as defined by the standards.	AR all grades: Social Studies Skills Pre-Test AR all grades: Lesson Quizzes AR all grades: Chapter Tests			
2. Entry-level assessments are provided to help teachers gauge student readiness for embarking upon the instructional program. Information is provided to teachers to help them utilize the results of those assessments to guide instruction and to determine modifications for specific students or groups of students.	AR all grades: Social Studies Skills Pre-Test AR all grades: Social Studies Skills Pre-Test Answer Key			
3. Formative assessment tools that publishers include as a part of their instructional materials should provide evidence of students’ progress toward mastering the content called for in the standards and framework and should yield information teachers can use in planning and modifying instruction to help all students meet or exceed the standards.	AR all grades: Lesson Quizzes AR all grades: Quiz Remediation SE GK: pp. 69, 77 TE GK: p. 77 SE G1: pp. 199, 213 TE G1: p. 213 SE G2: pp. 117, 131 TE G2: p. 131 SE G3: pp. 9, 32 TE G3: p. 32 SE G4: pp. 117, 122 TE G4: p. 122 SE G5: pp. 257, 292 TE G5: p. 292			

Evaluation Criteria Map

Assessment	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
4. Summative assessments enable teachers to determine when students have achieved mastery of the content and skills outlined in the standards. Summative assessments enable teachers to determine if students can apply knowledge and/or skills learned during a unit to new exercises.	AR all grades: Chapter Tests			
5. Materials provide frequent assessments at strategic points of instruction by such means as pretests, unit tests, chapter tests, and summative tests.	AR all grades: Social Studies Skills Pre-Test AR all grades: Lesson Quizzes AR all grades: Chapter Tests			
6. Materials assess students' progress toward meeting the instructional goals of history–social science through expository writing. Student writing assessments are aligned with the grade-level expectations in the <i>California Common Core State Standards for English Language Arts</i> (adopted by the State Board of Education in 2013), including both the Writing Standards for K–5 and 6–12 (as applicable), and the Writing Standards for Literacy in History/Social Studies 6–12, the <i>California English Language Development Standards</i> , and the <i>English Language Arts/English Language Development Framework</i> .	SE GK: pp. CA 8-CA9, 142-143, 163 TE GK: pp. 88-89 SE G1: pp. CA10-CA11, 112-113, 166-167 TE G1: pp. 151, 195 SE G2: pp. CA10-CA11, 191, 198 TE G2: pp. 25, 75, 150 SE G 3: pp. CA17-CA19, 33 TE G3: pp. 21, 253 SE G4: pp. CA18-CA21, 167, 253 TE G4 pp. 208, 253, 289 SE G5: pp. CA18-CA21, 283, 295 TE G5: pp. vi, ix, 190, 192 AG G5: pp. 60-69			

Evaluation Criteria Map

Assessment	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
7. Materials include analytical rubrics that are content-specific and provide an explanation of the use of the rubrics by teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence	AR all grades: Quest Rubrics TE GK: p. T31 TE G1: p. T31 TE G2: p. T29 TE G3: p. T29 TE G4: p. T37 TE G5: p. T39			
8. Assessment tools include multiple measures of student performance, such as selected response, short answer, essay, oral presentation, debates and speeches, service learning projects, research projects, certificates, and performance-based tasks.	AR all grades: Lesson Quizzes AR all grades: Chapter Tests SE GK: back cover, pp. 79, 108 SE G1: back cover, pp. 37, 109 SE G2: back cover, pp. 69, 133 SE G3: back cover, pp. 177, 223 SE G4: back cover, pp. 206, 253 SE G5: back cover, pp. 41, 295, 405			

Evaluation Criteria Map

Assessment	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
9. Assessment tools measure how students are able to use library media centers and information literacy skills when studying history–social science topics.	AR GK: Chapter 4 Test, #2 AR G1: Chapter 5 Test, #4 AR G2: Chapter 2 Test, #4 AR G3: Chapter 6 Test, #10 AR G4: Chapter 2 Test #11 AR G5: Chapter 5 Test, #12			

Category 4: Universal Access

Universal Access	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
1. The instructional materials should reflect the goals of access and equity outlined in Chapter 20 of the <i>History–Social Science Framework</i> .	AR all grades: Pearson K-5 UDL Alignment SE GK: pp. 81, 86 TE GK: pp. T29-T30, 103, 104 SE G1: pp. 39, 40-41, 44 TE G1: pp. T29-T30, CA9, CA11 SE G2: pp. 177, 183 TE G2: pp. T27-T28, 56, 65 SE G3: pp. 1, 3 TE G3: pp. T27-T28, 183, 185 SE G4: pp. 303, 309, 316 TE G4: pp. T35-T36, 51, 52 SE G5: pp. 133, 140, 239 TE G5: pp. T37-T38, 109, 110			

Evaluation Criteria Map

Universal Access	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
<p>2. Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students. Instructional materials should provide access to the standards and framework-based curriculum for all students, including those with special needs: English learners, advanced learners, students below grade level in reading and writing skills, and special education students in general education classrooms. Materials should include suggestions for teachers on how to differentiate instruction to meet the needs of students in those groups.</p>	<p>TE GK: pp. T24-T33, 103, 104 TE G1: pp. T24-T33, CA9, CA11 TE G2: pp. T22-T31, 56, 65 TE G3: pp. T22-T31, 183, 185 TE G4: pp. T30-T39, 51, 52 TE G5: pp. T32-T41, 109, 110</p>			
<p>3. Materials for kindergarten through grade three focus on the content called for in the <i>History–Social Science Content Standards</i>, including the Historical and Social Sciences Analysis Skills, and the <i>History–Social Science Framework</i> while complementing the goals of the <i>California Common Core State Standards for English Language Arts</i> and the <i>English Language Arts/English Language Development Framework for California Public Schools</i> (adopted in 2014).</p>	<p>SE GK: pp. 52-53 TE GK: pp. T4-T15, 52-53 SE G1: pp. 64, 66-67 TE G1: pp. T4-T17, 66-67 SE G2: pp. 22-23, 28-29, 54 TE G2: pp. T4-T15, 22-23, 28-29, 54 SE G3: pp. 160-161, 156 TE G3: pp. T4-T15, 160-161, 156</p>			
<p>4. Materials for grades four through eight provide suggestions to further instruction in history–social science while assisting students whose reading and writing skills are below grade level.</p>	<p>TE G4: pp. 149, 210 TE G5: pp. CA22, 66, 398</p>			

Evaluation Criteria Map

Universal Access	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
5. Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade levels below the level prescribed in the English–language arts content standards and to assist in accelerating students’ skills to grade level.	TE GK: CA6, 20, 30, 40, 50 TE G1: CA13, 12, 32, 36, 50 TE G2: pp. 32, 53, 41, 47, 82 TE G3: pp. 196, 204, 222 TE G4: pp. 36, 83, 118, 181 TE G5: pp. T32-T36, 220, 230, 291			
6. Materials must address the needs of students who are at or above grade level. Although materials are adaptable to each student’s point of entry, such differentiated instruction is focused on the history–social science content standards.	TE GK: pp. T24-T28, 103, 104 TE G1: pp. T24-T28, CA9, CA11 TE G2: pp. T22-T26, 56, 64 TE G3: pp. T22-T26, 183, 185 TE G4: pp. T30-T34, 52, 56 TE G5: pp. T32-T36, 109, 110			
7. All suggestions and procedures for meeting the instructional needs of all students are ready to use with minimum modifications.	All suggestions are presented at point of use within the lesson and are targeted to help teachers easily modify the instruction for their particular students. TE GK: pp. 19, 24 TE G1: pp. 117, 122 TE G2: pp. 45, 47 TE G3: pp. 199, 204 TE G4: pp. 162, 163 TE G5: pp. 86, 94			

Evaluation Criteria Map

Universal Access	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
8. Materials provide suggestions for enriching the program or assignments for advanced learners by: <ul style="list-style-type: none"> • Studying a topic, person, place, or event in more depth • Conducting a more complex analysis of a topic, person, place, or event • Reading and researching related topics independently • Emphasizing the rigor and depth of the analysis skills to provide a challenge for all students 	TE GK: pp. CA12, 56, 58, 64 TE G1: pp. 130, 136, 156, 164, 166 TE G2: pp. 44, 126, 134, 152 TE G3: pp. 34, 152, 170 TE G4: pp. 14, 110, 149, 170 TE G5: pp. 8, 12, 18, 106			
9. Materials provide suggestions to help teach English learners the <i>History–Social Science Content Standards</i> while reinforcing instruction based on the <i>California Common Core State Standards for English–Language Arts</i> and the <i>California English Language Development Standards</i> —notably to read, write, comprehend, and speak at academically proficient levels. Materials provide support for Integrated ELD instruction as described in the <i>English Language Arts/English Language Development Framework</i> .	TE GK: pp. CA5, 29, 49 TE G1: pp. 9, 11, 117, 126 TE G2: pp. 54, 57, 65, 75 TE G3: pp. CA17, 78, 89,199 TE G4: pp. 133, 162, 174 TE G5: pp. 54, 65, 75			
10. Materials incorporate the principles of Universal Design for Learning (UDL) as described in the framework chapter on Access and Equity	AR all grades: Pearson K-5 UDL Alignment			

Category 5: Instructional Planning and Support

Instructional Planning and Support	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
<p>1. Teacher-support materials are built into the instructional materials and contain suggestions and illustrative examples of how teachers can implement the instructional program.</p>	<p>TE GK: pp. T4-T7, 1a-1b, 4, 14-15 TE G1: pp. T4-T9, 72a-72b, 72-73 TE G2: pp. T4-T7, 34a-34b, 44-45 TE G3: pp. T4-T7, 224a-224b, 226-227, 230 TE G4: pp. T4-T11, 126a-126b, 145, 146 TE G5: pp. T4-T13, 1a-1b, 2-3</p> <p>REALIZE is Pearson's learning management system. It is the online site for standards-aligned content, class management tools, and assessments that deliver data to teachers. REALIZE provides content to help teachers enhance their instructional materials and engage students. Teachers can search by keyword or browse by standard to curate their student's digital learning experience. REALIZE also delivers student mastery data to help teachers</p>			

Evaluation Criteria Map

Instructional Planning and Support	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
(Continued) 1. Teacher-support materials are built into the instructional materials and contain suggestions and illustrative examples of how teachers can implement the instructional program.	customize instruction for all students. AR all grades: Realize: The Student Experience			
2. The teacher and student materials present ways for all students to learn the content and analysis skills called for in the standards and the framework.	SE GK: pp. 33, 36, 37 TE GK: pp. 10-11, 14 AG GK: pp. 22-29 SE G1: pp. 28, 33, 37, 46 TE G1: pp. 30, 32-33 AG G1: pp. 71-72 SE G2: pp. 40, 69, 71, 77 TE G2: pp. 18-19, 122 AG G2: p. 10 SE G3: pp. 11, 12, 18-19 TE G3: pp. 76, 96-97 AG G3: pp. 73-75, 77 SE G4: pp. 130-131, 144, 147, 158 TE G4: pp. 7, 14-15 AG G4: p. 25 SE G5: pp. 46-47, 58, 62 TE G5: pp. 60, 66-67 AG G5: pp. 16-24			

Evaluation Criteria Map

Instructional Planning and Support	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
3. Directions are explicit regarding how the analysis skills are to be taught and assessed in the context of the content standards.	SE GK: pp. 10-11, 29, 30 SE G1: pp. 66-67, 95 SE G2: pp. 14-15, 31 SE G3: pp. 110-111, 130 SE G4: pp. 246-247, 252 SE G5: pp. 210-211, 369			
4. Instructional materials provide a road map for teachers to follow when they are planning instruction while leaving them the flexibility and freedom to organize units around student inquiry.	TE GK: pp. T4-T7, 82-83 AG GK: pp. 2-11 TE G1: pp. T4-T9, 74-75, 109, 110a-110b, 111 TE G2: pp. T4-T7, 104a-104b, 36-37, 69 TE G3: pp. T4-T7, 2-3, 35 AG G3: pp. 103-111 TE G4: pp. T4-T11, 258-259, 307 TE G5: pp. T4-T13, 244a-244b, 248-249, 295			
5. Teacher and student materials are coordinated so that teachers can easily locate places where students are working (e.g., have correlating page numbers in print materials or corresponding references in electronic materials).	See Wrap Around Teacher Edition for examples throughout all grades.			

Evaluation Criteria Map

Instructional Planning and Support	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
<p>6. Instructional materials include a teacher-planning guide describing the relationships between the components of the program and how to use all the components to meet all the standards.</p>	<p>TE GK: pp. T28, 32a-32b, 35 TE G1: pp. T28, 72a-72b, 75 TE G2: pp. 1a-1b, 3, 32 TE G3: pp. T27, 1a-1b, 3 TE G4: pp. 126a-126b, 127, 168 TE G5: pp. 186a-186b, 186, 187, 241</p> <p>Realize is the Learning Management System on which the Digital Courses for Grades K-5 will reside. The following Additional Resources specify support materials available on Realize.</p> <p>AR all grades: Realize: Manage Assignments and Classes (Video and Handout)</p>			

Evaluation Criteria Map

Instructional Planning and Support	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
7. Publishers provide teachers with easily accessible and workable instructional examples and students with practice opportunities as they develop their understanding of the content and analysis skills.	AR all grades: Lesson Quizzes SE GK: pp. 25, 30, 53 TE GK: pp. 32, 42-43 SE G1: pp. 28-29, 45 TE G1: pp. 28, 32-33 SE G2: pp. 19, 21 TE G2: pp. 112-113, 114 SE G3: pp. 171, 174 TE G3: pp. 28-29, 36 SE G4: pp. 323, 331, 338 TE G4: pp. 84, 162-163 SE G5: pp. 209, 211 TE G5: pp. 244, 258-259			
8. Blackline masters are accessible in print and in digitized formats and are easily reproduced. Black areas shall be minimal to require less toner when printing or photocopying.	AG all grades: Blackline Masters AR all grades: Student Blackline Masters For example: AG GK: pp. 27-31 AR GK: Activity Guide: Student Blackline Masters, Chapter 2, Quest Student Blackline Masters AG G1: pp. 12, 13 AR G1: Activity Guide: Student Blackline Masters,			

Evaluation Criteria Map

Instructional Planning and Support	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
(Continued) 8. Blackline masters are accessible in print and in digitized formats and are easily reproduced. Black areas shall be minimal to require less toner when printing or photocopying.	Chapter 1, Quick Activity Student Blackline Masters AG G2: pp. 13-16 AR G2: Activity Guide: Student Blackline Masters, Chapter 1 Quick Activity Student Blackline Masters AG G3: pp. 53-55 AR G3: Activity Guide: Student Blackline Masters, Chapter 3 Read Aloud or Readers Theater AG G4: pp. 51-53 AR G4: Activity Guide: Student Blackline Masters, Chapter 3 Quest Student Blackline Masters AG G5: pp. 54-57 AR G5: Activity Guide: Student Blackline Masters, Chapter 3 Read Aloud or Readers Theater			

Evaluation Criteria Map

Instructional Planning and Support	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
9. The teacher materials describe what to teach, how to teach, and when to teach.	TE GK: pp. T4-T7, 20, 28, 34-35 AG GK: p. 33 TE G1: pp. T4-T9, 166-167, 181 AG G1: p. 50 TE G2: pp. T4-T7, 36-37, 39 AG G2: pp. 19-24 TE G3: pp. T4-T7, 10-11, 13 AG G3: pp. 57, 72 TE G4: pp. T4-T11, 154-155, 157 AG G4: p. 53 TE G5: T4-T13, 297, 300-301, 348 AG G5: p. 134			
10. Terms from the standards and framework are used appropriately and accurately in the instructions.	TE GK: pp. T29-T30, CA5, 19, 29, 49 TE G1: pp. T29-T30, 2, 9, 11, 126 TE G2: pp. T27-T28, 40, 45, 65, 95 TE G3: pp. T27-T28, CA17, 199, 234 TE G4: pp. T35-T36, 118, 133, 274 TE G5: pp. T37-T38, 61, 66, 67			

Evaluation Criteria Map

Instructional Planning and Support	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
11. All assessment tools, instructional tools, and informational technology resources include technical support and suggestions for appropriate use of technology.	<p>AR: Suggestions for the Appropriate Use of Technology</p> <p>Technical support is provided for all resources at https://support.pearson.com</p> <p>Realize is the Learning Management System on which the Digital Courses for Grades K-5 will reside. The following Additional Resources specify support materials available on Realize.</p> <p>AR all grades: Realize: Class and Student Data (Video and Handout); Review and Score Assignments (Video and Handout)</p>			

Evaluation Criteria Map

Instructional Planning and Support	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
12. Electronic learning resources, when included, support instruction and connect explicitly to the standards.	<p>SE GK: pp. 72, 83 TE GK: pp. 32a, 32b SE G1: pp. 80, 83 TE G1: 72a, 72b</p> <p>SE G2: pp. 71, 73 TE G2: pp. 70a, 70b SE G3: pp. 39, 48 TE G3: pp. 36a, 36b</p> <p>SE G4: pp. 47, 51 TE G4: pp. 308a, 308b SE G5: pp. 7, 187 TE G5: pp. 296a, 296b</p> <p>Realize is the Learning Management System on which the Digital Courses for Grades K-5 will reside. The following Additional Resources specify support materials available on Realize.</p> <p>AR all grades: Realize: Class and Student Data (Video and Handout)</p>			

Evaluation Criteria Map

Instructional Planning and Support	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
13. The teacher resource materials provide background information about important events, people, places, and ideas appearing in the standards and framework.	TE GK: pp. 10, 54, 87, 108, 123 TE G1: pp. 34, 83, 123, 175 TE G2: pp. 21, 30, 81 TE G3: pp. 23, 30, 85, 123 TE G4: pp. 3, 72, 137, 202 TE G5: pp. 22, 53, 92, 177, 187			
14. Instructional practices recommended in the materials are based on the content in the standards and framework and on current and confirmed research.	Education experts ensured the program implements current instructional practices, confirmed by the latest research. All practices are based on the content in the standards and framework. TE GK: pp. iii, T20-T39, 10, 11, 31 TE G1: pp. iii, T20-T39, 28, 29, 166, 167 TE G2: pp. iii, T18-T37, 70, 71, 72, 152-153 TE G3: pp. iii, T18-T37, 224-225, 226, 234-235 TE G4: pp. iii, T26-T45, 216-217, 218, 236-237 TE G5: pp. iii, T28-T47, 46, 49, 50, 66-67			

Evaluation Criteria Map

Instructional Planning and Support	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
15. Materials discuss and address common misconceptions held by students.	TE GK: p. 135 TE G1: p. 89 TE G2: p. 40 TE G3: p. 121 TE G4: p. 20 TE G5: p. 61			
16. Homework extends and reinforces classroom instruction and provides additional practice of skills that have been taught.	Flexible materials include individual activities that allow children to reinforce instruction and practice skills outside the classroom, in print or online. SE GK: pp. 17, 65 SE G1: pp. 63, 67 SE G2: pp. 13, 15 SE G3: pp. 151, 153 SE G4: pp. 302, 307 SE G5: p. 350			
17. Materials include suggestions on how to explain students' progress toward attaining the standards.	Realize is the Learning Management System on which the Digital Courses for Grades K-5 will reside. Realize provides information about students' progress toward mastery of the standards. AR all grades: Realize: Class and Student Data (Video and Handout)			

Evaluation Criteria Map

Instructional Planning and Support	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
18. Materials include suggestions for parents on how to support student achievement.	<p>AR all grades: School-to-Home Newsletters</p> <p>Realize is the Learning Management System on which the Digital Courses for Grades K-5 will reside. The following Additional Resources specify support materials available on Realize.</p> <p>AR all grades: Realize: Parent Letter (English and Spanish)</p>			
19. The format clearly distinguishes instructions for teachers from those for students.	<p>Wrap-around TE in all grades visually separates the student and teacher material.</p> <p>TE GK: p. CA10 TE G1: p. 96 TE G2: p. 53 TE G3: p. 57 TE G4: p. 36 TE G5: p. 373</p>			

Evaluation Criteria Map

Instructional Planning and Support	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
20. Answer keys are provided for all workbooks and other related student activities.	AG GK: pp. 129-130 AG G1: pp. 142-143 AG G2: pp. 131-135 AG G3: p. 132 AG G4: p. 176 AG G5: pp. 181-185 AR all grades: Social Studies Skills Pre-Test Answer Key			
21. Publishers provide charts of the time requirements and cost of staff development services available for preparing teachers to implement fully the program.	AR all grades: Implementation Requirements			
22. Materials provide teachers with instructions on how outside resources (e.g., guest speakers, museum visits, and electronic field trips) are to be incorporated into a standards-based lesson.	TE GK: p. 32b TE G1: p. 72b TE G2: p. 34b TE G3: p. 178b TE G4: p. 308b TE G5: p. 132b			

Evaluation Criteria Map

Instructional Planning and Support	Publisher Citations	Criterion Met?		Reviewer Comments, Citations, and Questions
		Y	N	
23. Materials provide guidance on the effective use of library media centers to improve instruction and on the materials in library media centers that would best complement the history–social science content standards and framework.	SE GK: p. CA10 TE GK: p. CA10 SE G1: p. CA12 TE G1: p. CA12 SE G2: p. CA12 TE G2: p. CA12 SE G3: p. CA20 TE G3: p. CA20 SE G4: p. CA22 TE G4: p. CA22 SE G5: p. CA22 TE G5: p. CA22			

Abbreviation Key:
 Student Edition (SE)
 Teacher Edition (TE)
 Activity Guide (AG)
 Additional Resources (AR)

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