



NORTH CAROLINA

Textbook Commission Meeting

March 10, 2016

Meeting Goals



- Gain a basic understanding of the North Carolina Standard Course of Study for Health and Social Studies
- Outline the selection criteria for Textbook Advisors
- Review logistics for the evaluation sessions

Agenda



8:30 – 8:40	Welcome/Approval of Minutes
8:40 – 9:25	Health Content Overview
9:25 – 10:55	Social Studies Content Overview
10:55 – 11:00	Break
11:00 – 11:30	ELL and EC Considerations
11:30 – 11:50	Recruitment of Advisors Evaluation Process Update
11:50 – 12:00	Next steps, closing remarks, lunch

Health Content Overview



Burt Jenkins

Healthful Living Consultant

Healthy Schools

North Carolina Department of Public Instruction



NORTH CAROLINA
Healthy Schools

Health



NC State Board of Education

Vision

Every public school student will graduate ready for post secondary education and work, prepared to be a globally engaged and productive citizen.

Goal

Every student is healthy, safe, and responsible.



NORTH CAROLINA
STATE BOARD OF EDUCATION

Health



active kids learn better



physical activity at school is a win-win for students and teachers

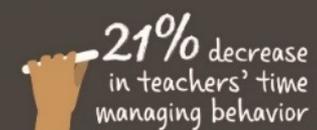
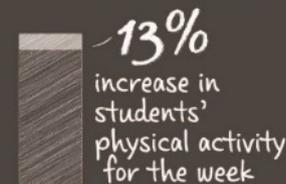
GRADES:



STANDARDIZED TEST SCORES:

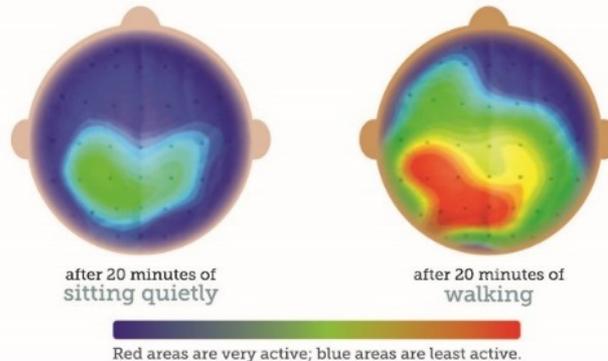


JUST ONE PHYSICALLY ACTIVE LESSON CREATES:



physically active kids have more active brains

BRAIN SCANS OF STUDENTS TAKING A TEST:



MORE RESULTS:

after 20 minutes of physical activity:
students tested better in reading, spelling & math and were more likely to read above their grade level

after being in a physically active afterschool program for 9 months:
memory tasks improved 16%

SOURCES: Donnelly J.E. and Lambourne K. (2011). Classroom-based physical activity, cognition, and academic achievement. *Prev Med.* 52(Suppl 1):S36-S42. Hillman C.H. et al. (2009). The effect of acute treadmill walking on cognitive control and academic achievement in preadolescent children. *Neuroscience.* 159(3):1044-1054. Kamijo K. et al. (2011). The effects of an afterschool physical activity program on working memory in preadolescent children. *Dev Sci.* 14(5):1046-1058. Kibbe D.L. et al. (2011). Ten years of TAKE 10!: Integrating physical activity with academic concepts in elementary school classrooms. *Prev Med.* 52(Suppl 1):S43-S50. Nelson M.C. and Gordon-Larsen P. (2006). Physical activity and sedentary behavior patterns are associated with selected adolescent health risk behaviors. *Pediatrics.* 117(4): 1281-1290.

Learn more about why active kids learn better and how schools can help at activelivingresearch.org/activeeducationbrief.

Health



Whole Child Model

Health



Physical Education

Health



ESSA Every Student Succeeds Act



Health and Physical Education are now part of the ESSA definition of a “well rounded” student.

Health



Philosophy

Healthy Children Learn Better!



Health



Healthy Graduates
are better prepared
to be globally
engaged and
productive citizens!



Health



It all starts here!



Health



Healthful Living

- A combination of Health and Physical Education
- 50% - 50% split between the two curricula
- NC graduation requirement



Health



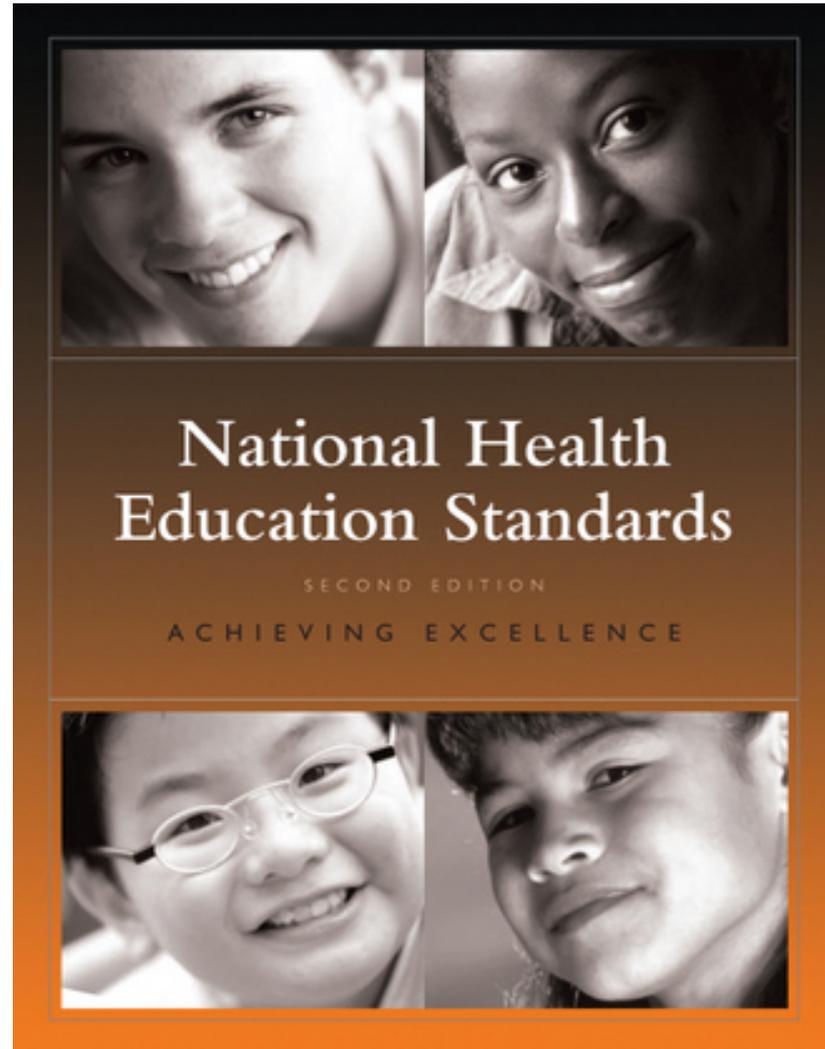
Health Active Children Policy

(2) Middle schools should consider the benefits of and move toward having 225 minutes per week of Healthful Living Education. Middle School Healthful Living Education should be divided equally between Health and Physical Education with certified Health and Physical Education teachers throughout the school year.

Health



All NC Health Standards are based on the National Health Standards



Health



CDC-DASH Priority health Risk Behaviors

Alcohol and Other Drug Use

Behaviors that Contribute to Unintentional Injury

Tobacco Use

Unhealthy Dietary Behaviors

Physical Inactivity

Sexual Behaviors that Contribute to Unintended Teen
Pregnancy and Sexually Transmitted Infections (STIs),
including HIV



Centers for Disease Control and Prevention
CDC 24/7: Saving Lives, Protecting People™

Health



Who Teaches Health Education in NC

K – 5

- Regular education classroom teachers are typically responsible for Health Education
- Resource with non-specialist in mind
- Health integrated into other subjects increases the likelihood of meeting objectives
- Some schools have a certified Health or Health/ Physical Education teacher provide instruction



Who Teaches Health Education in NC

6 - 8

- Certified Health or Health/Physical Education teachers provide instruction

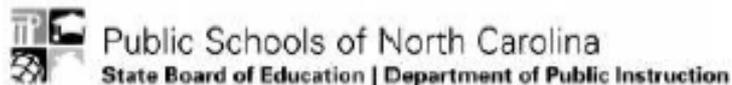
9 - 12

- Certified Health or Health/Physical Education teachers provide instruction

Health



Health Education Essential Standards



North Carolina Essential Standards Health Education - High School

Note on Numbering: MEH-Mental and Emotional Health, PCH-Personal and Consumer Health, ICR-Interpersonal Communications and Relationships, NPA-Nutrition and Physical Activity, ATOD-Alcohol, Tobacco, and Other Drugs

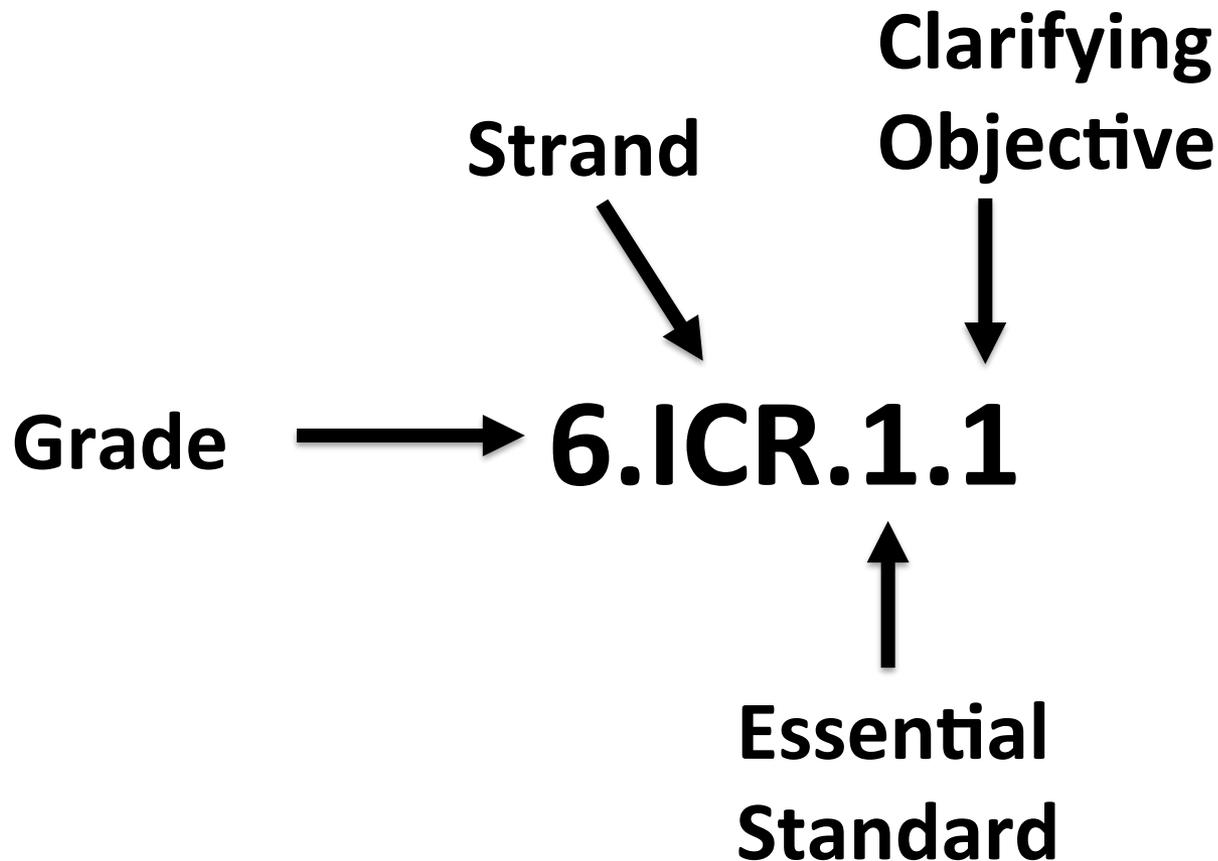
MENTAL AND EMOTIONAL HEALTH

	Essential Standard	Clarifying Objectives	
9.MEH.1	Create positive stress management strategies.	9.MEH.1.1	Identify the body's physical and psychological responses to stressful situations and positive coping mechanisms.
		9.MEH.1.2	Plan effective methods to deal with anxiety.
9.MEH.2	Create help-seeking strategies for depression and mental disorders.	9.MEH.2.1	Identify causes and symptoms of depression and mental disorders.
		9.MEH.2.2	Design useful help-seeking strategies for depression and mental disorders.

Health



Health Education Essential Standards



Health



Five Strands

Strand



6.ICR.1.1

- MEH** - Mental and Emotional Health
- PCH** - Personal and Consumer Health
- ICR** - Interpersonal Communications and Relationships
- NPA** - Nutrition and Physical Activity
- ATOD** - Alcohol, Tobacco, and Other Drugs

Health



Mental and Emotional Health

Topics include but not limited to:

- Mental Health
- Emotions
- Healthy Expression of Emotions
- Healthy Behaviors
- Stress
- Depression
- Decision Making
- Help Seeking

Health



PCH - Personal and Consumer Health

Topics include but not limited to:

- Unintentional Injury
- Emergency Situations
- Safety Hazards
- Cleanliness
- Disease Prevention
- Dental
- Body systems
- Health Products and Information
- Environment Protection
- CPR

Health



ICR - Interpersonal Communications and Relationships

Topics include but are not limited to:

- Interpersonal Communication
- Relationships
- Diversity
- Bullying
- Compassion
- Problem Solving/ Conflict Resolution
- Puberty/Adolescence
- Reproductive Health and Safety



Health



House Bill 88 / Healthy Youth Act

“Each local school administrative unit shall provide a comprehensive school health education program that meets all the requirements of this subsection and all the objectives established by the State Board.”

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2009

SESSION LAW 2009-213
HOUSE BILL 88

AN ACT TO DIRECT LOCAL SCHOOL ADMINISTRATIVE UNITS TO PROVIDE REPRODUCTIVE HEALTH AND SAFETY EDUCATION IN GRADES SEVEN THROUGH NINE.

The General Assembly of North Carolina enacts:

SECTION 1. This act shall be known as the "Healthy Youth Act of 2009."

SECTION 2. G.S. 115C-81(e)(1) reads as rewritten:

"1. ~~Abstinence until marriage education; Reproductive health and safety education; and~~."

SECTION 3. G.S. 115C-81(e)(3) is repealed.

SECTION 4. G.S. 115C-81(e)(4) reads as rewritten:

"(4) ~~The State Board of Education shall evaluate abstinence until marriage curricula and their learning materials and shall develop and maintain a recommended list of one or more approved abstinence until marriage curricula. The State Board may develop an abstinence until marriage program to include on the recommended list. The State Board of Education shall not select or develop a program for inclusion on the recommended list that does not include the positive benefits of abstinence until marriage and the risks of premarital sexual activity as the primary focus. The State Board shall include on the recommended list only programs that include, in appropriate grades and classes, instruction that: Each local school administrative unit shall provide a reproductive health and safety education program commencing in the seventh grade that includes the following instruction:~~

- a. ~~Teaches that abstinence from sexual activity outside of marriage is the expected standard for all school-age children-children.~~
- b. ~~Presents techniques and strategies to deal with peer pressure and offering positive reinforcement-reinforcement.~~
- c. ~~Presents reasons, skills, and strategies for remaining or becoming abstinent from sexual activity-activity.~~
- d. ~~Teaches that abstinence from sexual activity is the only certain means of avoiding out-of-wedlock pregnancy; sexually transmitted diseases when transmitted through sexual contact, including HIV/AIDS, and other associated health and emotional problems-problems.~~
- e. ~~Teaches that a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS-HIV/AIDS.~~
- f. ~~Teaches the positive benefits of abstinence until marriage and the risks of premarital sexual activity-activity.~~
- g. ~~Provides opportunities that allow for interaction between the parent or legal guardian and the student-and student.~~
- h. ~~Provides factually accurate biological or pathological information that is related to the human reproductive system.~~

~~Materials used in this instruction shall be age appropriate for use with students. Information conveyed during the instruction shall be objective and based upon scientific research that is peer reviewed and accepted by~~



Health



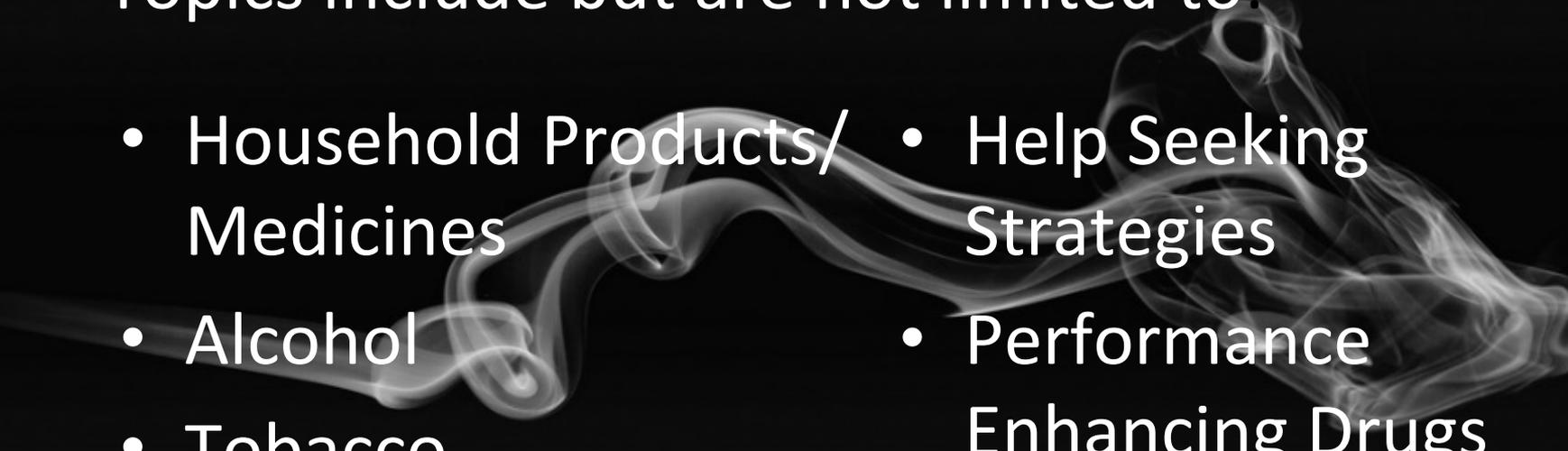
NPA - Nutrition and Physical Activity

Topics include but are not limited to:

- Healthy Food Choices
- My Plate
- Nutrition Guidelines / Facts Label
- Meal Planning
- Fitness Concepts
- Food as a means to a healthier body
- Diet and Exercise
- Disease Prevention
- Lifelong Health

ATOD - Alcohol, Tobacco, and Other Drugs

Topics include but are not limited to:

- Household Products/ Medicines
 - Alcohol
 - Tobacco
 - Drug Abuse
 - Help Seeking Strategies
 - Performance Enhancing Drugs
- 
- A decorative graphic of white smoke or vapor swirling across the middle of the slide, partially overlapping the text.



Essential Standard

6.ICR.1.1



**Essential
Standard**

	Essential Standard	Clarifying Objectives	
6.ICR.1	Understand healthy and effective interpersonal communication and relationships.	6.ICR.1.1	Classify behaviors as either productive or counterproductive to group functioning.



Clarifying Objective

Clarifying
Objective



6.ICR.1.1

	Essential Standard	Clarifying Objectives	
6.ICR.1	Understand healthy and effective interpersonal communication and relationships.	6.ICR.1.1	Classify behaviors as either productive or counterproductive to group functioning.

Health



Health Education Essential Standards

INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

	Essential Standard	Clarifying Objectives	
6.ICR.1	Understand healthy and effective interpersonal communication and relationships.	6.ICR.1.1	Classify behaviors as either productive or counterproductive to group functioning.
		6.ICR.1.2	Implement verbal and non-verbal communication skills that are effective for a variety of purposes and audiences.
		6.ICR.1.3	Use strategies to communicate care, consideration, and respect for others.

Health



Health Education Essential Standards

MENTAL AND EMOTIONAL HEALTH

	Essential Standard	Clarifying Objectives	
6.MEH.1	Apply structured thinking (decision making and goal setting) to benefit emotional well-being.	6.MEH.1.1	Implement a structured decision making model to enhance health behaviors.
		6.MEH.1.2	Execute a goal setting plan to enhance health behaviors.
6.MEH.2	Analyze the potential outcome of positive stress management techniques.	6.MEH.2.1	Organize common responses to stressors based on the degree to which they are positive or negative and their likely health outcomes.
		6.MEH.2.2	Differentiate between positive and negative stress management strategies.
6.MEH.3	Analyze the relationship between healthy expression of emotions, mental health, and healthy behavior.	6.MEH.3.1	Interpret failure in terms of its potential for learning and growth.
		6.MEH.3.2	Analyze the relationship between health-enhancing behaviors (communication, goal-setting and decision making) and the ability to cope with failure.

Health



Vertical Alignment

	Essential Standard	Clarifying Objectives	
K.ICR.1	Understand healthy and effective interpersonal communication and relationships.	K.ICR.1.1	Explain reasons for sharing.
1.ICR.1	Understand healthy and effective interpersonal communication and relationships.	1.ICR.1.1	Explain the importance of demonstrating respect for the personal space and boundaries of others.
2.ICR.1	Understand healthy and effective interpersonal communication and relationships.	2.ICR.1.1	Classify behaviors as helpful or hurtful to friendships.
3.ICR.1	Understand healthy and effective interpersonal communication and relationships.	3.ICR.1.1	Summarize qualities and benefits of a healthy relationship.
4.ICR.1	Understand healthy and effective interpersonal communication and relationships.	4.ICR.1.1	Explain the importance of showing respect for self and respect and empathy for others.
5.ICR.1	Understand healthy and effective interpersonal communication and relationships.	5.ICR.1.1	Illustrate the dangers of communicating with unknown individuals.
6.ICR.1	Understand healthy and effective interpersonal communication and relationships.	6.ICR.1.1	Classify behaviors as either productive or counterproductive to group functioning.
7.ICR.1	Understand healthy and effective interpersonal communication and relationships.	7.ICR.1.1	Contrast characteristics of healthy and unhealthy relationships.
8.ICR.1	Understand healthy and effective interpersonal communication and relationships.	8.ICR.1.1	Contrast characteristics of healthy and unhealthy relationships for friendships and for dating.
9.ICR.1	Understand healthy and effective interpersonal communication and relationships.	9.ICR.1.1	Illustrate the ability to respond to others with empathy.

Health



Unpacking Tools

Interpersonal Communication and Relationships

Essential Standard and Clarifying Objectives

6.ICR.1 Understand healthy and effective interpersonal communication and relationships.

6.ICR.1.1 Classify behaviors as either productive or counterproductive to group functioning.

6.ICR.1.2 Implement verbal and non-verbal communication skills that are effective for a variety of purposes and audiences.

6.ICR.1.3 Use strategies to communicate care, consideration, and respect for others.

Unpacking

What does this standard mean a child will know and be able to do?

6.ICR.1.1 Classify behaviors as either productive or counterproductive to group functioning.

Individuals belong to many groups throughout their lives, beginning with their families. Sixth graders may belong to scouting groups, sports teams, youth organizations such as 4-H or Boys and Girls Clubs, and youth groups in their place of worship. Belonging to groups requires the development of positive skills and dispositions, including cooperation, communication, an ability to compromise, consideration, and respect for others. Groups need leaders and followers and all roles are important. Often roles and responsibilities change within groups so everyone's strengths are valued and utilized.

Some behaviors contribute to the ability of a group to function productively; other behaviors distract and detract from the group's mission. Behaviors that are considered counter-productive include: interrupting, arguing, coming late or leaving early, bullying, acting out, being negative, leaving others out, complaining, withdrawing, and not listening. Positive behaviors for group functioning are listening, sharing and taking turns, respect for ideas different from one's own, valuing the contributions of others, and stepping up to do one's part.

- The student will identify behaviors that contribute to or diminish group productivity.
- The student will behave in ways that help the group be positive and productive.

<http://hlnces.ncdpi.wikispaces.net/K-12+Instructional+Tools>

Health



Recurring Themes

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Health



Recurring Themes

- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to use goal-setting skills to enhance health.

Health



Expectations

Knowledge....



Health



Expectations

.... with a focus on
skill development....



Health



Expectations

....so that
students can talk
the talk and walk
the walk....



Health



Expectations

...for a lifetime!!



Health



An Apple a Day is Not Enough



<https://www.youtube.com/watch?v=4SJ3T6EM3qU>

Social Studies Content Overview



Social
STUDIES



Craston Artis & Michelle McLaughlin
K-12 Social Studies Consultants
Curriculum and Instruction Division
North Carolina Department of Public Instruction

Fay Gore

K-12 Social Studies Section Chief

Our Focus Today...



- The Social Studies Essential Standards
- Effective Social Studies Instruction

Research Used In Developing The K-12 Social Studies Essential Standards



National Council for the Social Studies report on the middle grades	National History Standards	National Geography Standards	National Curriculum Standards for Social Studies
National Civics Standards	Partnership for 21 st Century (P21) Civic	Partnership for 21 st Century (P21) Geography	National Standards for Financial Education
National Standards for Economic Education	National Association for the Education of Young Children "Responding to Linguistic and Cultural Diversity"	National Center for History In the Schools	The State of World History Standards - Fordham Institute
Research on globalization	Partnership for 21 st Century Skills	Middle Grades Concepts – National Middle School Association	<i>Guidelines for Global and International Studies Education: Challenges, Culture, Connection</i>

Legislation Impacting K-12 Social Studies



✓ **Session Law 2009-504: An Act Requiring “Credit Education” For All Students.**

<http://www.ncga.state.nc.us/Sessions/2009/Bills/House/PDF/H1474v5.pdf>

Public schools shall provide instruction in personal financial literacy for all students.

This instruction shall include:

- The true cost of credit
- Choosing and managing a credit card
- Borrowing money for an automobile or other large purchase
- Home mortgages
- Credit scoring and credit reports
- Other relevant financial literacy issues

The **NC State Board of Education** requires **personal financial literacy** be included in the American History: The Founding Principles, Civics and Economics course.

✓ **Session Law 2009-236 House Bill 1032: Act Modifying The History And Geography Curricula In The Public Schools.**

<http://www.ncga.state.nc.us/Sessions/2009/Bills/House/PDF/H1032v6.pdf>

The standard course of study shall include the requirement that the public schools provide to all students one yearlong course of instruction on North Carolina history and geography in elementary school and one yearlong course of instruction in middle school on North Carolina history with United States history integrated into this instruction.

✓ **Session Law 2001-363 House Bill 195: N.C. History Taught/Student Citizen Act of 2001**

<http://www.ncleg.net/Sessions/2001/Bills/House/PDF/H195v7.pdf>

Requires the public schools to provide courses of instruction on North Carolina History and Geography Instructs each local board of education to develop and implement character education instruction with input from the local community. Includes specific requirements.



Legislation Impacting K-12 Social Studies



✔ Session Law 2011-273 House Bill 588: The Founding Principles Act

<http://www.ncleg.net/Sessions/2011/Bills/House/PDF/H588v6.pdf>

Requires students to take a semester/year-long course called the American History I – The Founding Principles and receive a passing grade as a requirement for graduation. The United States History I course meets the requirements of the legislation. Consequently, the US History I course has been renamed to American History I: The Founding Principles.

✔ Session Law 2011-8 House Bill 48: No Standardized Testing Unless Req'd by Feds.

<http://www.ncleg.net/Sessions/2011/Bills/House/PDF/H48v4.pdf>

Eliminated statewide standardized testing in the public schools, except as required by federal law or as a condition of a federal grant. This effectively eliminated both the Civics and Economics and the United States History End-of-Course tests beginning with the 2011-12 school year.

✔ Session 2015 Senate Bill 524 Ratified Bill: Founding Principles/Graduation Requirement

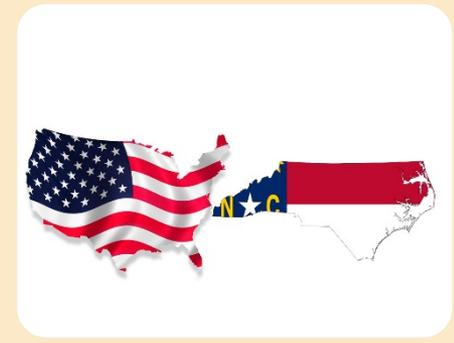
<http://www.ncleg.net/Sessions/2015/Bills/Senate/PDF/S524v1.pdf>

AN ACT TO ENHANCE THE RIGOR OF INSTRUCTION OF THE FOUNDING PRINCIPLES AND TO AUTHORIZE THE DEPARTMENT OF PUBLIC INSTRUCTION TO USE FUNDS TO CONDUCT A PILOT PROGRAM ON INTEGRATED COMMUNITY-BASED ADAPTED SPORTS PROGRAMS FOR STUDENTS WITH DISABILITIES. This bill is a modification of the “Founding Principles Act”

that directs the State Board of Education to require the teaching of a semester course that includes instruction in the Founding Principles of the United States and the State of NC. In addition to the principles that were enumerated in the previous legislation, three additional principles were added. The State Board has already designated the course, American History: The Founding Principles, Civics and Economics as the course that would meet this requirement.



North Carolina Social Studies Essential Standards



North Carolina Social Studies Essential Standards

Kindergarten

Focuses on teaching students various aspects of citizenship & responsibility. Major concepts such as fair play and following rules are key components at this grade.

1st Grade

Focuses on culture, diversity, rules, and how people, places, and things change over time.

2nd Grade

Focuses on ways Communities, families and societies depend upon one another in an interconnected world through the macro lenses of Interdependence and Global Economics.

3rd Grade Social Studies

Focuses on teaching through the macro lenses of Geography and Environmental Literacy by integrating geography & geography skills into any topic and geographic location in the U.S. and/or the world.

4th Grade - North Carolina History

2009 General Assembly House Bill 1032 requires one year-long course of instruction specifically on N.C. history & geography in the elementary grades. 5th grade focuses on pre-colonial era through Reconstruction.

5th Grade Social Studies

Focuses on providing an in-depth study of the United States from Exploration to Reconstruction.

6th Grade Social Studies

This is the first time students are introduced to a study of the world through a historical lens. 6th grade focuses on providing an integrated study of the Ancient World through the Age of Exploration and should be taught from a comparative perspective and case study approach.

7th Grade Social Studies

7th grade focuses on continues the historical study of the world by providing an integrated study of the Age of Exploration to the present. This course should also be taught from a comparative perspective and case study approach.

8th Grade- North Carolina & The United States

The 2009 General Assembly House Bill 1032 also requires a year-long course focused on N.C. history & geography in the middle grades. This 8th grade course focuses on the parallel study of NC & the U.S. from the Revolutionary era to present day. The integration of Personal Finance is a key emphasis.

American History Founding Principles: Civics & Economics

Focuses on the study of U.S. government structure and function, civic participation and responsibility, Macro/micro economics, and Personal Finance - a microcosm of Economics.

World History

Focuses on six periods in world history that reflect accepted periodization by the National World History Association. The key focus of study centers on “modern history”, from mid 15th century to present.

American History I

Focuses on the study of American History beginning with the study of European exploration of the New World and continues through the era of Reconstruction.

American History II

Focuses on the study of American History from the end of the Reconstruction era a through present-day.

CAN BE TAUGHT AT ANY HIGH SCHOOL GRADE (NO PRE-REQUISITES NEEDED)

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Intent of the Course of Study for 6th and 7th Grade Social Studies



It is NOT intended that 6th And 7th Grade Content Be Taught As World History Courses

Grade 6: World Studies

**Focus: World Geography, History & Culture:
Patterns of Continuity and Change**

**Time Period: Beginnings of Human Society to
the Emergence of the First Global Age (1450) –
Represents the first five Eras of the National
Standards**

- Focus heavily on the discipline of geography by using the themes of location, place, movement, human-environment interaction and region to understand the emergence, expansion and decline of civilizations and societies from the beginning of human existence to the Age of Exploration
- Take a systematic look at the history and culture of various world regions
- Examine the various factors that shaped the development of civilizations, societies and regions in the ancient world
- Examine both similarities and differences among areas [regions] making sure to integrate every continent at some point in the course (Africa, Asia, Europe and the Americas)

Grade 7: World Studies

**Focus: World Geography, History & Culture:
Patterns of Continuity and Change**

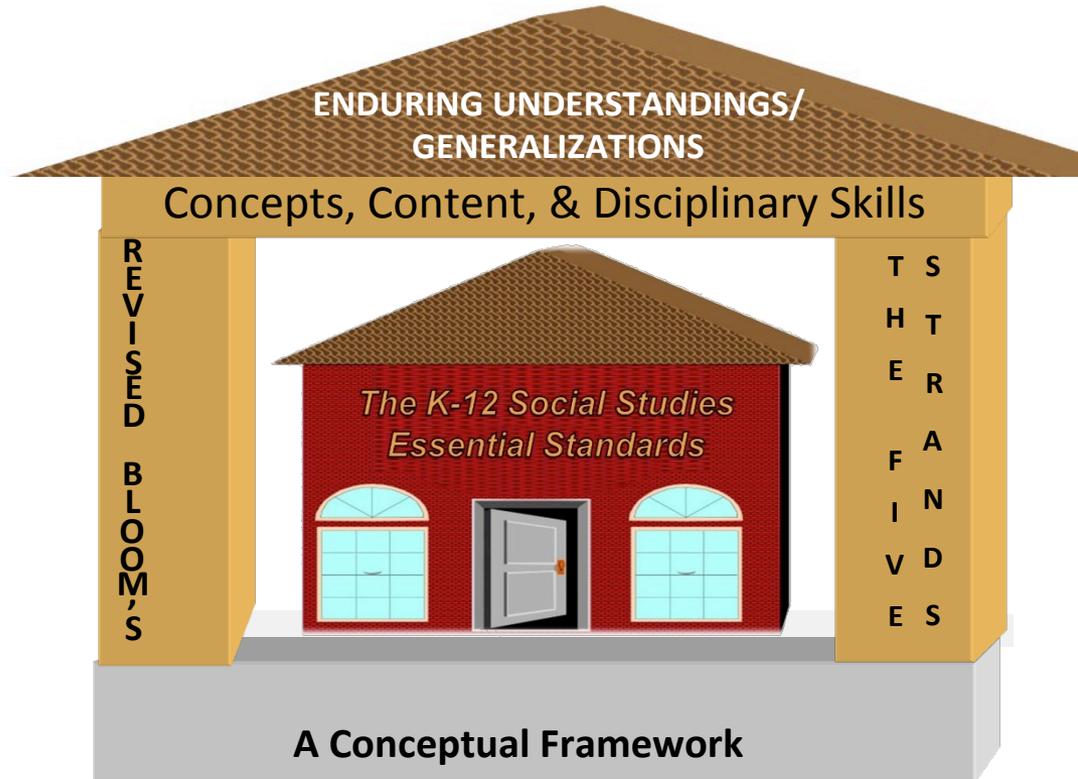
**Time Period: The Great Global Convergence
(1450 - 1800) to the Present – Represents the last
five Eras of the National Standards**

- Expansion of knowledge, skills and understandings about the world from a more modern perspective
- Focuses heavily on the discipline of geography by using the themes of location, place, movement, human-environment interaction and region to understand modern societies from the Age of Exploration to more contemporary times
- Takes a systematic look at the history and culture of various world regions
- Examine the various factors that shaped the development of societies and regions in the modern world
- Examine both similarities and differences among areas [regions] making sure to integrate every continent at some point in the course (Africa, Asia, Europe and the Americas)

The Building Blocks (Framework) Of The Social Studies Essential Standards



The Building Blocks (Framework) Of The Social Studies Essential Standards





The Social Studies Essential Standards Are Designed Based On Three Curricular & Instructional Shifts

1. Use of Revised Bloom's Taxonomy
2. Organization around five conceptual strands
3. Use of a Conceptual Framework

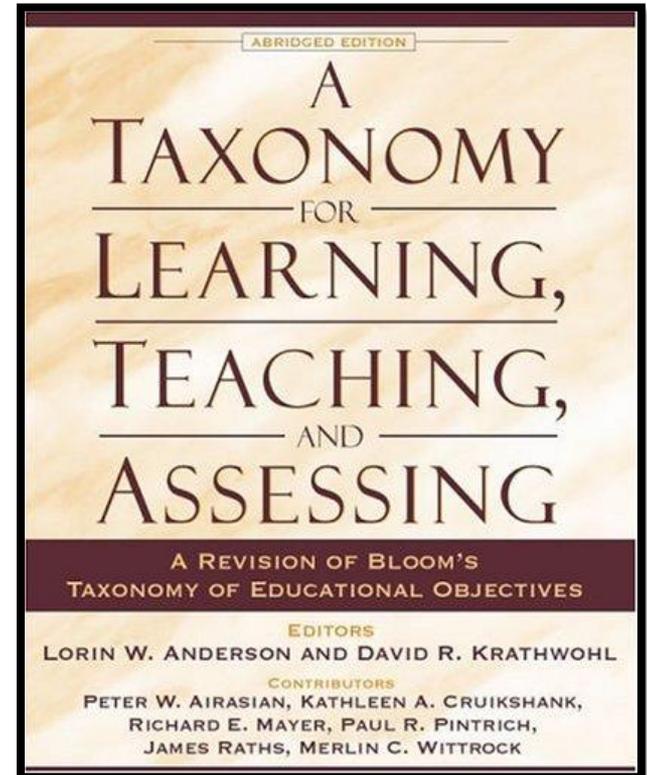
The 1st Shift



Use of Revised Bloom's Taxonomy

Organization around five conceptual strands

Use of a Conceptual Framework



Revised Bloom's Taxonomy (RBT)



THE RBT TAXONOMY TABLE

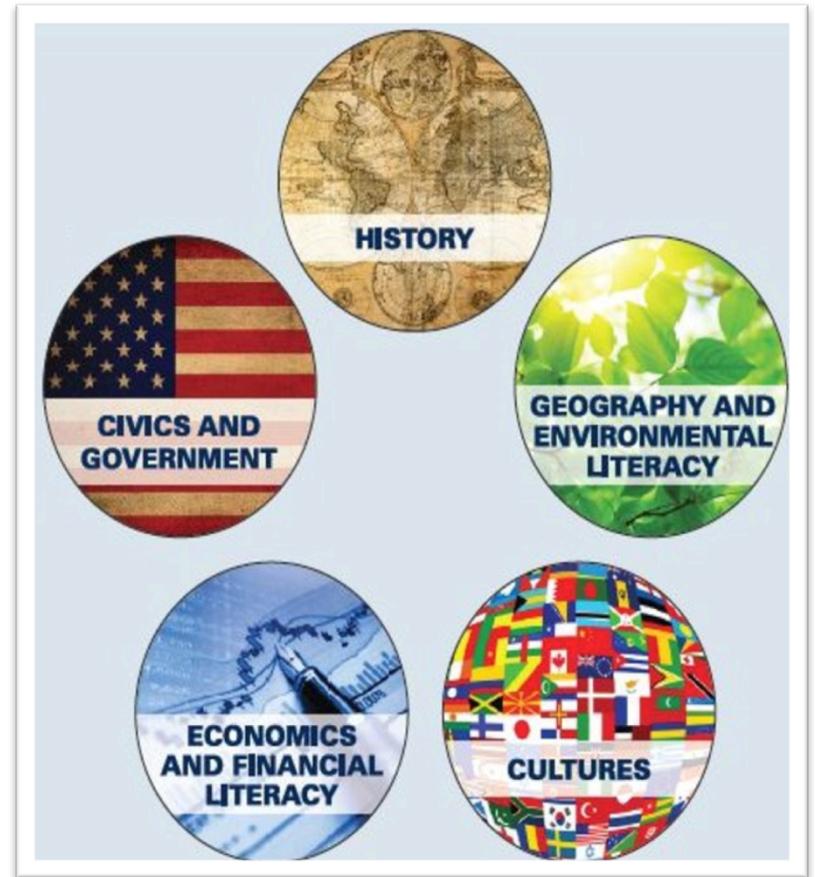
- ❑ Provides a **framework** that aligns instruction and assessment to the Essential Standards
- ❑ Provides a system to **classify** objectives
 - ❑ by cognitive type
 - ❑ by type of knowledge

		THE COGNITIVE PROCESS DOMAIN					
		1 REMEMBER Recognizing, Recalling	2 UNDERSTAND Interpreting, Exemplifying, Classifying, Summarizing, Inferring, Comparing, Explaining	3 APPLY Executing, Implementing	4 ANALYZE Differentiating, Organizing, Attributing	5 EVALUATE Checking, Critiquing	6 CREATE Generating, Planning, Producing
THE KNOWLEDGE DIMENSION (Type of Knowledge)	A FACTUAL KNOWLEDGE						
	B CONCEPTUAL KNOWLEDGE						
	C PROCEDURAL KNOWLEDGE						
	D METACOGNITIVE KNOWLEDGE						

The 2nd Shift



- Use of Revised Bloom's Taxonomy
- Organization around **five conceptual strands**
- Use of a Conceptual Framework



The Five Conceptual Strands



2. Science,
Technology &
Society

Global
Connections

3. Individuals,
Groups &
Institutions

6. People,
Places &
Environments

Global
Connections

7. Culture

10. Global
Connections

8. Individual
Development
& Identity

9. Production,
Distribution &
Consumption

1. Time,
Continuity
& Change

Global
Connections

4. Civic
Ideals &
Practices

5. Power,
Authority &
Governance

Global
Connections



Social Studies Essential Standards: The Strand, Layout & Coding Connection



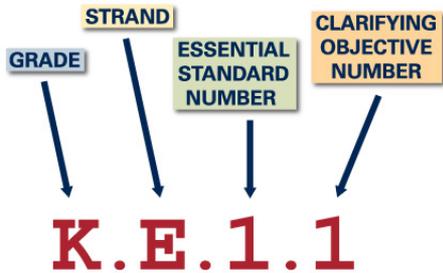
H–History, **G**–Geography and Environmental Literacy, **E**–Economics and Financial Literacy, **C&G**–Civics and Government, and **C**–Culture

Strand

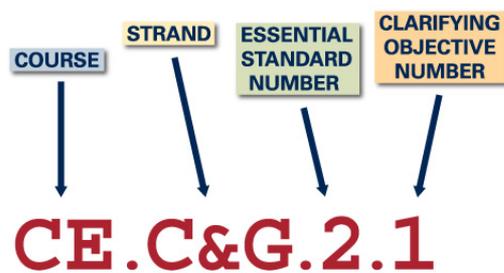
Geography and Environmental Literacy

	Essential Standard	Clarifying Objectives
7.G.1	Understand how geography, demographic trends, and environmental conditions shape modern societies and regions.	7.G.1.1 Explain how environmental conditions and human response to those conditions influence modern societies and regions (e.g. natural barriers, scarcity of resources and settlement). Demographic trends (e.g. population growth/pull factors and urbanization) lead to migration, and compromise in modern societies Natural disasters (e.g. flooding, earthquakes, tsunamis), preservation efforts and human impact on the environment (e.g. recycling, planting trees, pollution, irrigation systems and deforestation) affect modern societies and regions. Use maps, charts, and graphs to explain data about migration patterns and resource distribution patterns. Use maps, graphs, geographic data and available technology (i.e. GPS and GIS software) to interpret migration patterns about social, economic, and environmental issues in modern societies and regions.
7.G.2		

ESSENTIAL STANDARDS CODING



Elementary and middle school standards are coded by Grade, Strand, Essential Standard Number and Clarifying Objective Number



High school standards are coded by Course, Strand, Essential Standard Number and Clarifying Objective Number

The 3rd Shift



- Use of Revised Bloom's Taxonomy
- Organization around five broad conceptual strands
- Use of a Conceptual Framework**

Concepts Are...

- Timeless
- Universal
- Abstract and broad (to various degrees)
- Examples share common attributes
- Represented by 1-2 words



- Transferable



The Significance of “Concepts” in Teaching Social Studies in N.C.

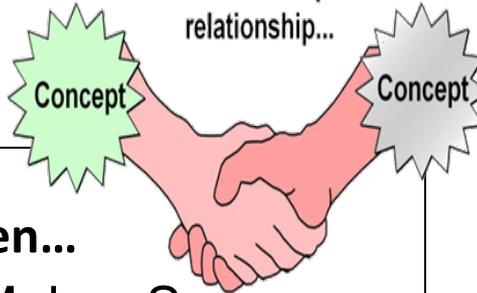


If Concepts Are...

- Timeless
- Universal
- Abstract and broad
- Examples share common attributes
- Represented by 1-2 words
- Transferable



Two or more concepts in a relationship...



Then...

It Makes Sense That As “Big Ideas” Of Social Studies, **Concepts Can Be Put Together To Form Relationships** To Which We Can Teach Many Things, Using Various Topics & Facts.

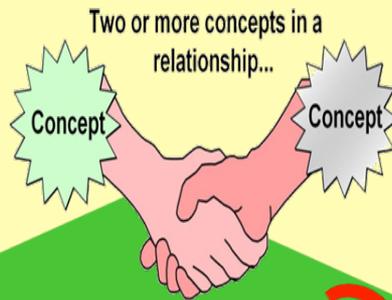


Military conflict can alter geography.



Leadership may change the course of war.

Teach To The “Big Ideas” & Understandings/(Generalizations)



PRINCIPLES & GENERALIZATIONS

The shift...organizing the topics and facts around **concepts (big ideas)**, then teaching to the **generalizations/understandings (relationships)** that are formed by those concepts.

CONCEPT

CONCEPT

TOPIC

F
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C
T

F
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C
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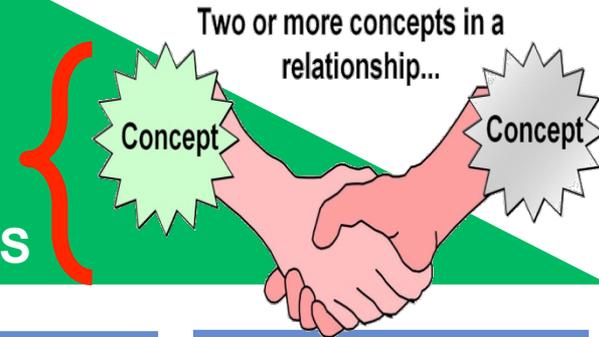
Traditionally, we've focused on teaching students topics and facts **ONLY** but, not going beyond. We started with the facts and topics and never got to helping students understand what was important about the facts and topics.

Students will understand that:



- **War** may alter the **physical** and **human geography** of a **place**?
- **Leadership** may **change** the course of **war**.
- **Nations** go to **war** to protect their **political** and **economic interests**.

PRINCIPLES & GENERALIZATIONS



War

Nation

Geography

Leadership

Hundred Years War

F
A
C
T

F
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C
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C
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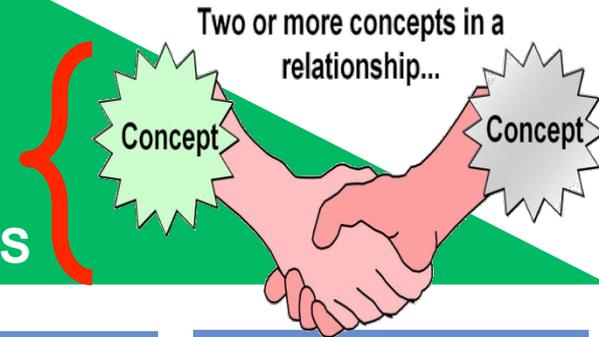
F
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- **Leadership** may **change** the course of **war**.
- **Nations** go to **war** to protect their **political** and **economic interests**.

PRINCIPLES & GENERALIZATIONS



War

Nation

Geography

Leadership

Boer War

F
A
C
T

F
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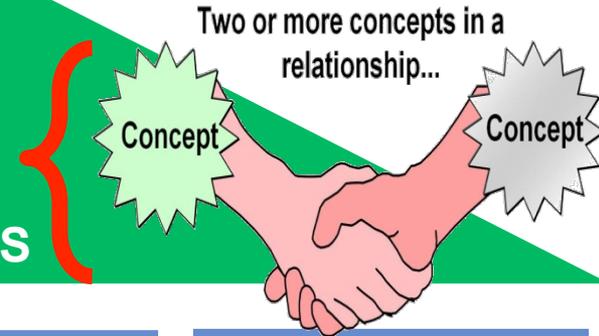
F
A
C
T



Students will understand that:

- **War** may alter the **physical** and **human geography** of a **place**?
- **Leadership** may **change** the course of **war**.
- **Nations** go to **war** to protect their **political** and **economic interests**.

PRINCIPLES & GENERALIZATIONS



War

Nation

Geography

Leadership

Punic Wars

F
A
C
T

F
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C
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F
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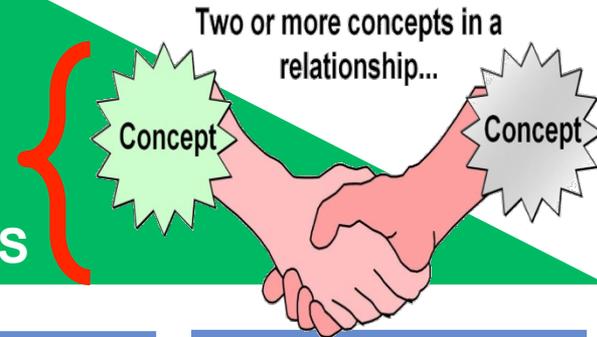
F
A
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Students will understand that:



- **War** may alter the **physical** and **human geography** of a **place**?
- **Leadership** may **change** the course of **war**.
- **Nations** go to **war** to protect their **political** and **economic interests**.

PRINCIPLES & GENERALIZATIONS



War

Nation

Geography

Leadership

Civil War

F
A
C
T

F
A
C
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C
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C
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F
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C
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F
A
C
T

Unpacking The Social Studies Essential Standards



What does “unpacking” a social studies standard mean?

“Unpacking” refers to...

- Dissecting or deconstructing what is written in a standard, goal or objective
- For the purpose of identifying what students will **know**, **understand** and be **able to do** once they have mastered the standard

S + V + O

Steps involved in “unpacking”:

1. Know the standards are written in a **Subject + Verb + Object** format.
2. Know *(the subject)* of the standard is always understood/implied to be the student.
3. Identify the targeted cognitive process. *(the verb)*
4. Identify subject matter content. *(the object)*

Take A Moment: Unpack This Social Studies Essential Standard



Remember, we “unpack” at the clarifying objective level.

1. What is the cognitive process (the verb)?
2. What are the concepts?

Essential Standard:

2.C&G.1 Understand the purpose of governments.

Clarifying Objective

2.C&G.1.2

Explain how governments establish order, provide security and create laws to manage conflict.

Take A Moment: Unpack This Social Studies Essential Standard



Essential Standard:

2.C&G.1 Understand the purpose of governments

Clarifying Objectives

2.C&G.1.2

Explain how **governments** establish **order**, provide **security** and create **laws** to manage **conflict**.

Unpacking

The student will understand: ←

This will be presented as Generalizations/
Enduring Understandings

- Governments create laws to establish order and manage conflict.
- Governments often work to serve the needs of the people in a community.
- Governments establish laws, order, and security through a variety of processes.

The student will know: ←

This will be presented as Topics & Factual Information

- The difference between rules and laws
- The role/functions of government
- Examples of how local governments make, enforce and interpret laws in the local community
- What branch of government in the U.S. makes laws
- The types of people in government and in the community responsible for providing security and keeping order
- Examples of ways in which governments establish order
- Examples of ways in which governments provide security
- Examples of how laws help manage conflict

Unpacking The Social Studies Essential Standards



Essential Standard:

8.H.3 Understand the factors that contribute to change and continuity in North Carolina and the United States.

Clarifying Objective

8.H.3.1 Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary times (*e.g. westward movement, African slavery, Trail of Tears, the Great Migration and Ellis and Angel Island*).

Important To Remember: The information in the parentheses are just suggested topics and facts of some of the content that could be used when teaching to the clarifying objective.

What Makes For Quality Instruction In The Social Studies?



Meaningful & Authentic

- Key concepts and themes are developed in depth
- Skills necessary to help students thrive in the world (Disciplinary Literacy)
- Teachers are reflective in planning, implementation, and assessing meaningful curriculum

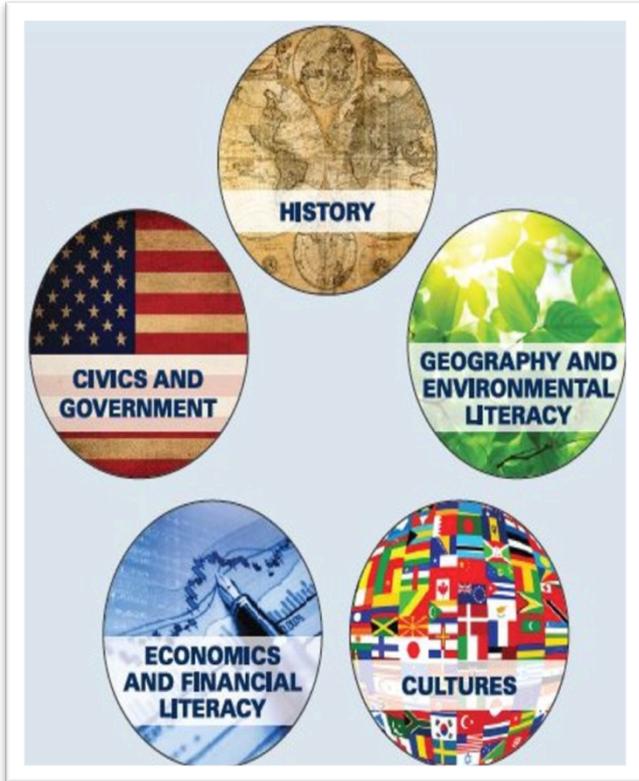
Integrative

- The subjects that comprise social studies are integrated in each unit/lesson
- Inquiry
- Citizenship Education
- Global Connections

Active

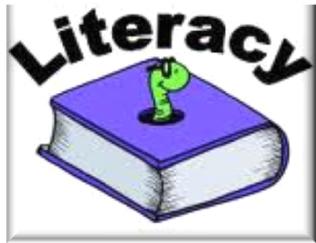
- Active lessons require students to process and think about what they are learning.

The Nature Of Social Studies



- **The nature of the skills and activities of disciplinary literacy are specialized.** (*Social Studies, by nature is an integrative field, comprising history and the social sciences.*¹⁾)
- **The focus of disciplinary literacy is on how literacy is used to make meaning within a discipline.** (*Social Studies has its own range of content and concepts.*)
- **In disciplinary literacy the texts are only focused on disciplinary specific text.** (*Each sub-discipline of social studies has its own unique knowledge core.*)
- **In disciplinary literacy, graphics, data and captions are taught specifically to a discipline and are critical to the whole of the text.** (*Each discipline of social studies has its own context, which these ancillary components provided with the text help define and support.*)

Defining Literacy & Disciplinary Literacy

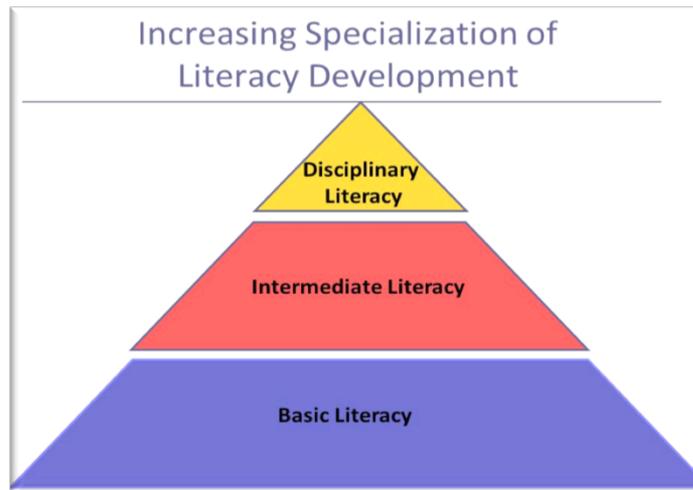


Literacy is the ability to read and write in order to make meaning from text.

Disciplinary literacy refers to the specialized skills that someone must master to be able to read and write in the various disciplines and technical fields.

Each content or subject discipline has:

- its own unique knowledge core and ...
- its own ways of inquiring, investigating, reasoning, representing, and questioning.



What We Mean By Disciplinary Literacy & Social Studies



This video is an introduction to the concept of disciplinary literacy by Dr. Timothy Shanahan, Professor Emeritus of Urban Education at the University of Illinois in Chicago.

<https://vimeo.com/76217730>

Fostering Inquiry & Sustaining Learning



INQUIRY IS.....

- A seeking for **truth, information, or knowledge** by questioning
- As an **instructional strategy**, it is a complex process that allows students to make **deeper connections** with what they are learning.
- From a **social studies perspective**, it is the hope that this understanding will lead to students taking more **informed actions as an engaged citizen**.



Considerations for Civic Literacy



The State Board of Education requires the teaching of the following Founding Principles identified in N.C. General Statutes: [SECTION 1.G.S. 115C-81 \(g\)](#)

a. The Creator-endowed inalienable rights of the people.

b. Structure of government, separation of powers with checks and balances.

c. Frequent and free elections in a representative government.

d. Rule of law.

e. Equal justice under the law.

f. Private property rights.

g. Federalism.

h. Due process.

i. Individual rights as set forth in the Bill of Rights.

j. Individual responsibility.

k. Constitutional limitations on government power to tax and spend and prompt payment of public debt.

l. Strong defense and supremacy of civil authority over military.

m. Peace, commerce, and honest friendship with all nations, entangling alliances with none.

Considerations for Civic Literacy



Student Citizens Act of 2001 requires:

- High school instruction in civic and citizenship education with specific minimum expectations.
- Middle school instruction in civic and citizenship education with specific minimum expectations.
- Local boards of education to develop and implement character education instruction. Specific requirements include: character traits such as ***courage, responsibility, integrity, good judgment, respect, service, good citizenship.***

The Specific minimum expectations of the Student Citizens Act of 2001:

- **Instruction** on ways to participation in the democratic process
- **Hands-on experience** in participating in the democratic process (e.g., voting, contacting legislators, holding elected office, participating in city council meetings)
- Analyzing community problems and offering **public policy recommendations** to local officials
- **Getting involved** in community groups
- Displaying **historical documents** and objects

Considerations for Civic Literacy



Student Citizens Act of 2001 requires:

High school & middle school instruction in civic and citizenship education with specific minimum expectations.

Those specific minimum expectations are:

- **Instruction** on ways to participation in the democratic process
- **Hands-on experience** in participating in the democratic process (e.g., voting, contacting legislators, holding elected office, participating in city council meetings)
- Analyzing community problems and offering **public policy recommendations** to local officials
- **Getting involved** in community groups
- Displaying **historical documents** and objects



The Student Citizens Act of 2001 also expects local boards of education to develop and implement character education instruction.

- Specific requirements include: character traits such as ***courage, responsibility, integrity, good judgment, respect, service, good citizenship.***

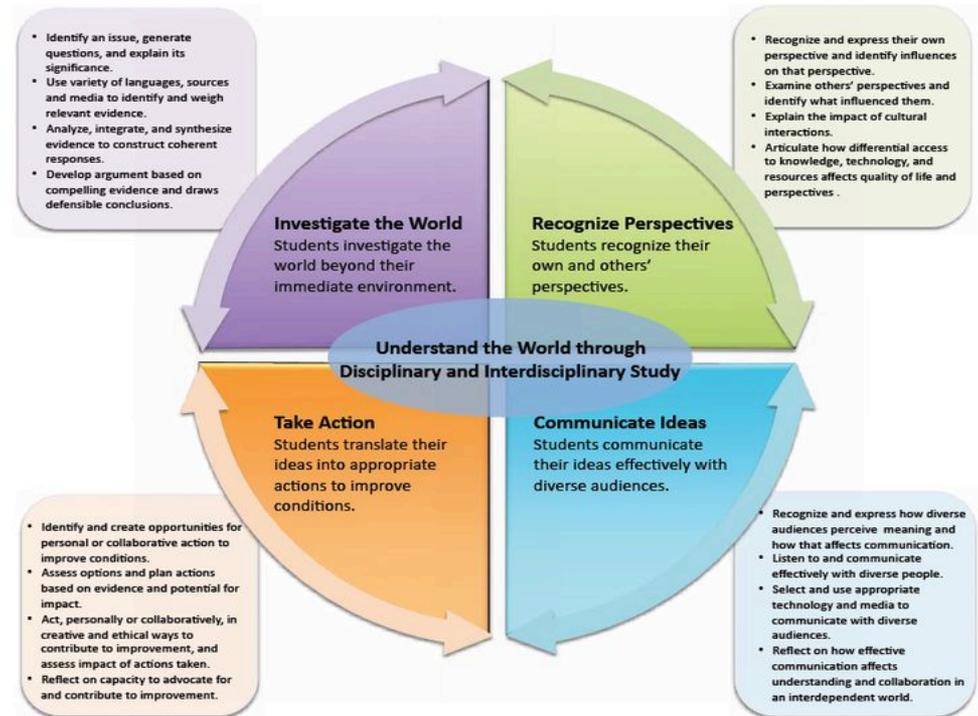
Educating for Global Competence in Social Studies



Global Education is deeply embedded in

[K-12 Social Studies Essential](#)

[Standards](#) and ensures students gain a global perspective by asking students to continually examine diverse cultures, understand multiple perspectives as well as analyze global social, political and economic challenges overtime in diverse societies and regions. It prepares students to be effective citizens who investigate the world, communicate and critique ideas, and take informed action in our global society.



Resources:

- [NCDPI Global Education WikiSpace](#)
- [NCDPI Social Studies Global Education Wikispace](#)
- [Clarifying Objectives with Global Implications](#)

Active Social Studies



Performance Tasks

The conceptual framework of North Carolina social studies emphasizes implementing curriculum that provides for performance tasks and performance based outcomes as a way to assess **conceptual understanding**.



- A **performance task** is any learning activity or assessment that asks students to perform some kind of task in order to demonstrate their knowledge, understanding, and disciplinary skills as a part of the learning.
- **Performance tasks** yield a visible or tangible product and/or **performance** that serves as evidence of learning.

Considerations When Using The Social Studies Textbook Review Tools



TIPS On Evaluating Textbooks for Alignment to the Social Studies Essential Standards

Instructional Materials Review Criteria Sheet – Social Studies Grades K-5

INSTRUCTIONAL MATERIALS TITLE _____ NO. _____
 PUBLISHER/COPYRIGHT DATE _____
 AUTHOR(S) _____
 EVALUATOR _____ DATE _____
 REGION _____ TEXTBOOK COMMISSION MEMBER _____

Indicate appropriate course:
 Kindergarten First Grade Second Grade Third Grade Fourth Grade Fifth Grade

Materials for Students with Special Needs:
 General Education Adapted-Exceptional Children Adapted-English Language Learners

PART I Compatibility with the North Carolina Essential Standards for Social Studies in the North Carolina Standard Course of Study.

Note: All instructional materials (both digital and print) shall be compatible with the philosophy, standards and objectives in the North Carolina Standard Course of Study, adopted December 2010.

*Part IA Check **yes** to indicate the instructional materials **meet the criteria** or check **no** to indicate the instructional materials **do not meet the criteria**. Materials must meet the criteria for both Items A and B. If either item is marked "no" in Part IA, do not complete Parts IB II, III, and IV.*

	Yes	No
A. Materials present the main concepts facts/topics, and skills that support a minimum of 80% of the clarifying objectives in the North Carolina Social Studies Essential Standards for the appropriate course/grade level.		
B. Content (facts/topics/concepts/skills), instructional tools (methodology/strategies/tasks), and assessment tools (methodology/strategies/tasks) are consistent with the philosophy, standards and goals of the NC Standard Course of Study for Social Studies for the appropriate course/grade level.		

Considerations When Using The Social Studies Textbook Review Tools



PART I Compatibility with the North Carolina Essential Standards for Social Studies in the *North Carolina Standard Course of Study*.

Note: All instructional materials (both digital and print) shall be compatible with the philosophy, standards and objectives in the North Carolina Standard Course of Study, adopted December 2010.

Part IA Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. Materials must meet the criteria for both Items A and B. *If either item is marked "no" in Part IA, do not complete Parts IB II, III, and IV.*

	Yes	No
A. Materials present the main concepts facts/topics, and skills that support a minimum of 80% of the clarifying objectives in the <i>North Carolina Social Studies Essential Standards</i> for the appropriate course/grade level.		
B. Content (facts/topics/concepts/skills), instructional tools (methodology/strategies/tasks), and assessment tools (methodology/strategies/tasks) are consistent with the philosophy, standards and goals of the <i>NC Standard Course of Study for Social Studies</i> for the appropriate course/grade level.		
Documentation for Part IA: <i>(Use extra sheets if necessary)</i>		

Part IB Check yes to indicate the instructional materials meet the criteria or check no to indicate the instructional materials do not meet the criteria. *If two or more items are marked "no" in Part IB, do not complete Parts II, III, and IV.*

	Yes	No
C. Materials reflect unbiased, non-stereotypical, accurate, comprehensive and current social studies research-based information and practices: authors, consultants, and reviewers include professionals with a wide range of experiences and expertise, including persons with secondary classroom experience.		
D. Materials provide a sufficient number of hands-on inquiries, experiences, and authentic tasks in a variety of contexts (e.g. in-school, out of school, group tasks, independent tasks, discussion, reading) that integrate multiple skills (thinking and 21 st Century) and support the key concepts, factual content, and disciplinary skills of social studies at a developmentally appropriate level.		
E. Material provides access to or demonstrates concepts and factual content in multiple ways, including in writing, verbally, graphically, as well as through the use of maps, charts, illustrations, and political cartoons.		
F. Diverse groups (e.g. cultural, ethnic, racial, women, <u>disabled</u>) and balanced viewpoints of events are comprehensively integrated and objectively presented throughout the text, illustrations, and tasks and accuracy/objective presentation is not adversely affected by content omissions or emphases.		
G. Materials are relevant to the diversity of students' lives, interests, abilities, and learning styles and promotes interactive and participatory learning.		
Documentation for Part IB: <i>(Use extra sheets if necessary)</i>		

Considerations When Using The Social Studies Textbook Review Tools



Part II Specific Criteria: Teaching and Learning

	Yes	No
A. Materials ask students to communicate social studies concepts and ideas visually (e.g. maps, charts, graphs), orally and in writing and by explaining, clarifying, and defending their ideas while engaged in discourse with peers and teachers.		
B. Materials require students to gather, organize, interpret, analyze, explain and evaluate information from a variety of sources, primary and secondary (i.e. articles, journals, web-based resources, maps, charts, graphs, illustrations, political cartoons, articles and other artifacts).		
C. Materials allow for students to develop skills used by anthropologists, economists, geographers, historians, and political scientists to discern information about events and phenomenon over time.		
D. Materials allow students to study various civilizations, societies, nations, cultures, etc. that provide a balance between western and non-western world content with a strong emphasis on the connectivity of the two.		
E. Materials examine issues and events from multiple perspectives (e.g., geographic, cultural, socioeconomic, ethnic, racial, historical, contemporary, local, state, and national).		
F. Materials provide opportunities for the discussion of global, regional, and local, issues that continue to foster debate and promote divergent points of view.		
G. Controversial issues and historical events are presented and treated factually and objectively with all major viewpoints represented.		
H. Materials are thematically and chronologically organized to promote conceptual understanding of events and phenomenon.		
I. Materials integrate cultural, economic, geographic, historical, and political, aspects of the world throughout to enhance student understanding and relevance.		
J. Materials integrate student assessment in the instructional design.		
K. Materials include assessment tasks or items that measure mastery of concepts, factual content and skills in a variety of formats (e.g. right answers, open response items, performance tasks, higher level questioning, projects and portfolios.).		
L. Materials include specific questions or tasks to assist the teacher and student in identifying the concepts, factual content, and skills students have mastered before they begin new material.		
M. Materials include assessment tasks or items that can be used as diagnostic or formative instruments that help determine learners' needs, rather than merely as instruments for grading students at the end of a unit or chapter.		

Documentation for Part II: *(Use extra sheets if necessary)*

Considerations When Using The Social Studies Textbook Review Tools



Part III Teacher Resources

	Yes	No
A. Teacher resources include summary of material contents.		
B. Teacher resources provide instructional and/or behavioral objectives.		
C. Teacher resources are well organized, easy to use, and comprehensive.		
D. Teacher resources provide for the development, reinforcement, and review of factual content, skills, and concepts.		
E. Teacher resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
F. Teacher resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
G. Teacher resources include suggestions for the extension of learning and integration across the curriculum.		
H. Teacher resources provide ancillary materials for student use.		
I. Teacher resources provide supplementary or background information.		
J. Teacher resources include answer key(s)		
Documentation for Part III: (Use extra sheets if necessary)		

Considerations When Using The Social Studies Textbook Review Tools



Part IV Technology Criteria Content *(If applicable)*

(Note: Digital considerations may refer to software as well as web-based resources. The criteria presented here are in addition to the criteria listed in previous sections.)

	Yes	No
A. Information retrieval is easy and rapid.		
B. Intuitive icons, menus, and directional symbols are provided that foster independent use.		
C. Graphic design is attractive, colorful, and uncluttered.		
D. All visuals and interactive elements are clearly labeled, purposeful and relevant to the content.		
E. Appropriate and supportive feedback is provided if applicable.		
F. Options for help and tutorial segments are provided.		
G. Save feature for search results is available when appropriate.		
H. Save options for games or activities in progress are available when appropriate.		
I. Note-taking feature is available when appropriate.		
J. A record-keeping feature to monitor student progress is available when appropriate.		

Considerations When Using The Social Studies Textbook Review Tools



Part V Overall Analysis (For Textbook Commission Use Only)

These instructional materials meet the criteria _____ yes _____ no.

Documentation for Part V: *Comments that further describe standard for yes or no responses in Parts I, II, III or IV. (Use extra sheets if necessary)*

Considerations When Using The Social Studies Textbook Review Tools



Remember, no textbook or textbook series has everything, and they all have more will ever be needed. Make sure that you make a selection based on a review of an entire series, not based on just one book at one grade level.

Key considerations to keep in mind are...

- The nature of social studies
- The conceptual framework of North Carolina social studies
- The importance of disciplinary literacy in social studies
- The importance of inquiry in social studies
- The importance of global connections
- The importance of civic education and the founding principles



Overall Points To Remember...



1. Social Studies Essential Standards use the **Revised Bloom's Taxonomy, Five Strands,** and a **Conceptual Framework.**
2. Key legislation has shifted Social Studies instruction to provide a focus on the **Founding Principles** and **Student Citizens/Citizenship Education.**
3. Instructional resources should support **Inquiry,** and help students make **Global Connections.**
4. **Disciplinary Literacy** should also be a focus allowing students to engage material across content.
5. The focus of each grade and course e.g., the **intent of 6th and 7th grade content.**
6. Key considerations when using the review **criteria tools.**

Questions



English Learner Considerations



Lindsey Fults

ESL/ Title III Consultant

Curriculum and Instruction Division

North Carolina Department of Public Instruction



English Learner (EL) Considerations

English Language Development Standards



Language & Content

- **Language proficiency** involves the **language** associated with the content areas.
- **Content knowledge** reflects the declarative (what) and procedural knowledge (how) associated with the **content**.

English Language Development Standards



ELD Standards

- Academic language development
- Language-based
- Reflective of the varying stages of second language acquisition
- Representative of social and academic language contexts

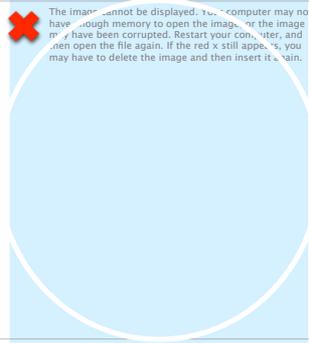
State Content Standards

- Academic achievement
- Content-based
- Reflective of conceptual development
- Representative of the school's academic curriculum

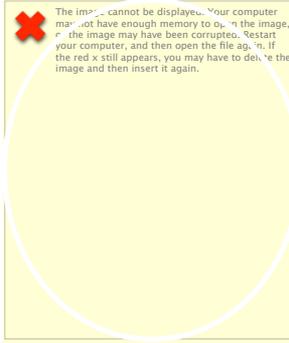
English Language Development Standards



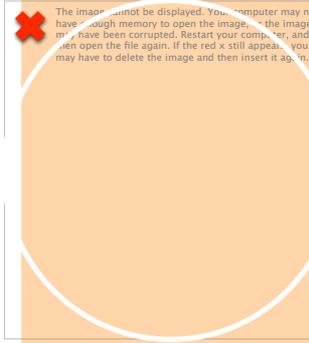
Social & Instructional Language



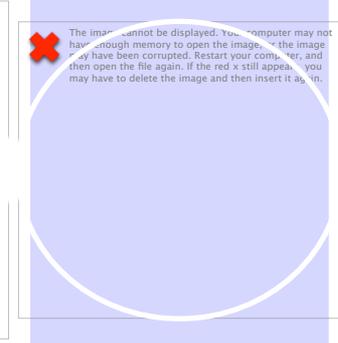
Language of Language Arts



Language of Mathematics



Language of Science



Language of Social Studies



Standard 1

Standard 2

Standard 3

Standard 4

Standard 5

Language Access



- A variety of linguistic supports
- Focus on key vocabulary and language functions
- Use of visuals and technology
- Building background knowledge
- Promotion of oral language development
- Native language support (when possible)
- And more...

Content Access



- Use of realia, manipulatives, and hands-on materials
- Graphic Organizers/Advance Organizers
- Use of Technology
- Differentiated Instruction
- Authentic Assessment Tools
- And more...

Scaffolding: Accessibility Tools



- Modeling
- Activating and bridging prior knowledge and/or experience
- Access to authentic texts
- Metacognitive development
- Higher order thinking skills
- Contextualization
- Building schema
- Linguistic modality integration (listening, speaking, reading, and writing)
- And more...

Socio-Cultural Contexts



- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

Resources



- [NC DPI ELD Wikispace](#)
- [World-Class Instructional Design and Assessment \(WIDA\)](#)

Exceptional Children (EC) Considerations



Beverly Colwell
Educational Consultant

Exceptional Children Division

North Carolina Department of Public Instruction

Exceptional Children Categories



- Autism Spectrum Disorders
- Deaf-Blind
- Deaf & Hard of Hearing
- Emotional Disabilities
- Intellectual Disabilities
- Significant Cognitive Disabilities
- Specific Learning Disabilities
- Speech-Language Impairments
- Traumatic Brain Injury
- Visual Impairments

Exceptional Children Considerations



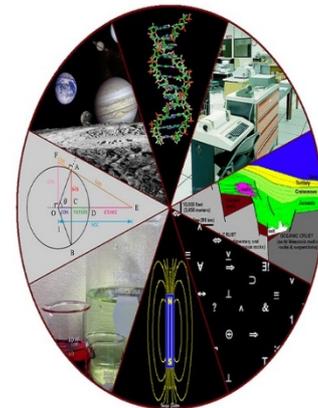
- Students may require instructional accommodations to fully participate in the general education setting; considerations for accommodations must be based on the individual needs of the each student and documented in the student's Individualized Education Program (IEP).
- Federal policy mandates that Students With Disabilities (SWD) receive instruction with their non disabled peers to the fullest extent possible; 99% of EC students are instructed in and assessed on the same standards as their grade level peers and therefore require access to grade level textbooks.
- Students with the most significant cognitive disabilities or 1% of the EC student population are instructed on modified grade level standards; they also require access to grade level textbooks.

Universal Design for Learning



Questions to Consider for all students:

- Do the textbooks and materials provide for multiple means of presentation, engagement, and representation?
- Are there suggestions for ways to remediate, enhance, reinforce?



Language Access



Textbooks should support language access by:

- Including a variety of linguistic supports
- Focusing on key vocabulary and language functions
- Providing opportunities for the use of visuals and technology
- Promoting building background knowledge
- Promoting oral language development associated with the content areas.

Content Access & Accommodations



Textbooks should support the use of accommodations to enhance content knowledge through the use of:

- Manipulatives and hands-on materials
- Modeling
- Graphic Organizers/Advance Organizers
- Technology
- Differentiated Instruction
- Authentic Assessment Tools
- Alternate formats and easily adaptable to meet the needs of a variety of disability areas such as vision, hearing, and cognitive disabilities

Access and Accessibility Tools



Textbooks should support instructional strategies that promote:

- Activating and bridging prior knowledge and/or experience
- Access to authentic texts
- Metacognitive development
- Higher order thinking skills
- Contextualization
- Building schema
- Linguistic modality integration (listening, speaking, reading, and writing)

Differentiation



Textbooks should support opportunities for the development of differentiation for all learners in the following areas:

- **Content:** Knowledge, skills students are learning
- **Process:** Vary the learning activities: flexible grouping, graphic organizers, diagrams, charts, maps
- **Product:** Vary complexity of the assignment/product
- **Environment:** classroom setting, location, space, materials,

EC Resources



- [EC Disability Resources](#)



Recruitment of Advisors

NCDPI Recruitment Efforts



- Send communications on DPI List Servs
- Post recruitment flyer on web site

Selecting Advisors



Review and Tentative Dates

1. Determine number of needed advisors per grade/course/specialty category
2. Review all regional candidates who submit interest forms by April 15.
3. Determine the most qualified candidates based on qualifications and endorsement. Take into consideration LEA representation.
4. Choose appropriate number of candidates in each of the grade/course/specialty categories by April 26.
5. Eliminate any candidates that are not qualified.
6. NCDPI collects information and provides initial set of advisors to Commission Chair and Co-chair for approval.
7. NCDPI sends acceptance letters and establishes contracts with selected advisors.



Evaluation Process Update

Evaluation Setup and Logistics



- Selected sample sites
 - Bid samples will arrive no earlier than June 6th and no later than June 14th.
- Evaluation Dates: July 18 – 22, 2016
- Evaluation site:
 - **Embassy Suites Greensboro Airport**
204 Centreport Drive
Greensboro, NC 27409

Textbook Adoption WebSite



- Information about the 2016 Textbook Adoption Process can be found at:
<http://www.ncpublicschools.org/textbook/>
 - *Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina*
 - FAQs
 - More.....



Next Steps, Closing Remarks Lunch