

< 2006-04 >

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A Study on the Improvement of the Measures on the
Government-authorized Textbook Revision and Modification System

2006. 10

< 2006-04 >

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A Study on the Improvement of the Measures on the
Government-authorized Textbook Revision and Modification System

2006. 10

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()
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(가)
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		가

2006	.
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가

가

가

2006 10

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가

(CUTIS)

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○

(CUTIS)

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가

가

가

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가

가

가

가

(CUTIS)'

○

가

가 , . 가
가 , , 가
○ , , 가
○ , , 가
○ , , 가
가 가
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1.	1
2.	5
가.	5	
.	6	
.	6	
3.	7
가.	7	
.	가 8	
4.	8

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1.	10
가.	10	
.	13	
2.	15

가.	15		
.	21		
.	30		
.	33		
.		36	
.			
1.		39
2.		43
가.		45	
.	50		
3.		67
.			
1.	70
가.	.	70	
.	.	73	
2.	75
가.		76	
.	.	78	
.	.	84	
.	.	(CUTIS)	85
.	.	87	
.	.		88
.	.	92	

3.			93
가.		95		
.	108			
.		119		
.				

.....128

1.		131		
2.	2007			150
3.		-		171
4.		-		181
5.			193	

< -1>		13	
< -2>		(School Ladder System)	34
< -3>	가	(National Curriculum)	35
< -1>	7	()	40
< -2>	3		43
< -3>			68
< -4>	3		69
< -1>	7		76
< -2>	7		83
< -3>	7		84
< -4>	7		91
< -5>		가	96
< -6>			97
< -7>			가
	102		
< -8>			가 103
< -9>		()	111
< -10>		()	111

< -1>	'		41
< -2>	,		47
< -3>	K	2	8- 128 (2005) 60
< -1>			(CUTIS) 86
< -2>		(2002,	가) 109
< -3>		(2004,) 115
< -4>	5		116

가) (逆) 가 (

가 . 가 .

가 가

4).

‘ACCURACY E-line’

가 , 1992

3,700 86

(Viadero, 1992). 250

50 가 100 (Manzo, 1999).

50 가

. Prentice Hall 가 가

1987 ‘

4) 3 (2001), , 60 .

(7), 18 8),
9 27

2005. 9. 7, ' .
([http:// cutis.moe.go.kr](http://cutis.moe.go.kr))'

9). () 가
가 ,
가 가
가 (聖典) 가
가 , 가

, 가
가

7) (2005. 2. 2), ' .
8) , , , , , 가 , , , ,
18 , , , , ,
9) (2005. 9. 7), ' - 「
」 - 「

가 ,

가

“ ”

(誤概念) 가

가

2.

가

가

가.

가

가

가

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가

(CUTIS)

3.

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4.

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가 ,

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가 가

1.
가.

(, 2000)
가 가
, 7

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- 가 가.
- 가, , , 가.
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- 가.

- 가.

가 가 가 .
 가
 가 가 가 ,
 가 가 가 가 .

< - 1 >

	가 (KICE)
-	-
- /	-
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- .	-
- ()	-
- .	-

가 , 가
 가 ,

가 ,

가 .

가 .

가

()

가

가

가

2.

가.

(, 가 가).
(主義)

가 , (事象),
가

가

가

()

가 , 注,

가

(出典),

가

⑩

가

가
가

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가

가
가

, 가

()

가

(訂正)

가
가 1 1

(, 2003).

가

가 , 가

[]

가

가

가

가

(7 3)

가

(MSST)

가 3000

가

()

6.1.

(SBOE)

6.4.

(TEA)

가

(, ,)

6.7.

(MSST)

(MSST)

가 MSST

6.10.

가

가 3000

가

가

가

1

2

가

1		25,000	+	1%
		15,000	+	1%
	가	5,000	+	1%

(TEA) 10

[, 31] 가

가

[가]

, 20

가 , 가

2

, ,
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가 ,
2
, , 1
,
,
가
4
가 , (MSST)
가
2006 6 ,

(2).

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

Category 2: Program Organization

Category 3: Assessment

Category 4: Universal Access

Criterion 5: Instructional Planning and Support

5 가

가

2005

8

2011

(),

· 6 8
in Appendix D

History-Social Science Framework

가 3 가

· 8 7

가

English-Language Arts Content Standards

가

가

History-Social Science Framework, Appendix C, "Religion and the Teaching of History-Social Science" and Education Code

가

· 5 8

가

가

가

· Cesar E. Chavez

[Foreign language framework]

가

가

가

가

가

21

가

2

[Health framework]

1994 (Health framework)

(Health framework)

가

가

가

[History-Social science framework]

가

(History-Social science framework)

가

가

(Association of American publishers) "ACCURACY E-line"

가 가 가 가
 '가 '가
 3,700
 86 250
 50 100 가

가

가 10).

가

가

가
11).

10)

가

가

가

가

11)

(259 : 2005. 2) 24 25
3 「 7

), 「 (

가)

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」 (

가

'가 , 가 .

가 , 1988
가
(National Curriculum) 가 10
가,

가 ,
(가 ,
) 가 ,
100 가 , ' Educational
Publishers Council'

가 14).

15).

가 ,

14) (), 「 (259, 2005. 2), 15 16 .
15) 2006 6 , ..

가 , 가 .
 가 , 가 .
 . 8%, 6% 가
 (Independent School)
 , 가가
 , 6 ,
 () 5 , 2
 , 6 , 5 11 ,
 가가
 3, 4 2 .

< -2> (School Ladder System)

				Key Stage	가/
		N/ A	Nursery	under 5s	
		N/ A	Reception		
1	(6)	yr 1	primary school (6)	KS 1	
2		yr 2			English/ Math
3		yr 3		KS 2	
4		yr 4			
5		yr 5			
6		yr 6			English/ Math/ Science
1	(3)	yr 7	secondary school (5)	KS 3	
2		yr 8			
3		yr 9			English/ Math/ Science
1	(3)	yr 10	Further Education (sixth form)	KS 4	
2		yr 11			GCSEs/ GNVQs
		yr 12		As Level	
3		yr 13		A Level	

1. 6-3-3-4(9), 6-5-2-3(11) .
2. 3 1 6 , 9 1 5 .
* 3.1 8.31 1.5 가, 9.1 2.28 0.5
가 .
3. Key Stage 가 .
 . 11 (), , ,
, ICT , < -2> . Key Stage 4
< -3> , 가 , Key
Stage 1 3(1 3) , .

< -3> 가 (National Curriculum)

Key Stage	1	2	3	4	
	5-7	7-11	11-14	14-16	
	1-2	3-6	1-3	4-5	
English	■	■	■	■	core subjects
Mathematics	■	■	■	■	
Science	■	■	■	■	
Design and Technology	■	■	■		non-core foundation subjects
ICT	■	■	■	■	
History	■	■	■		
Geography	■	■	■		
Modern foreign languages			■		
Art and design	■	■	■		
Music	■	■	■		
Physical Education	■	■	■	■	
Citizenship			■	■	

* Education Reform Act 1988 .

*

* key stage .

(, 2003),
 . , 가
,

(2000)

16).

가

가

1.

가

가

16)
2

ORM 2000-7), 36 37.

가?』(7

가?』,

가 , 『

;

가 가 1 9 가 , 2 5 5 가 (intersubjectivity) 가 1 9 가 가 가

‘편향된 현대史’ 우리 교과서 바로잡자

고교교과서 개정 국민운동 선포식 열려

대한민국사를 정확하고 객관적으로 균형적 시각으로 평가하는 등 편향성 논란을 겪었던 한국 근현대사 고교교과서 개정(개정)을 위한 국민운동이 전개됐다. 북한민주화포럼(대표 이종태, 누리이브코리아)은 11일 오후 2시 서울 프레스센터 10층 기자회견장에서 “고등학교 한국 근현대사 교과서, 어떻게 바꿀까”를 주제로 선포식을 갖고 국민운동 선포식을 연다.

이날 선포식 논문에서 김광동 나라정책연구소장은 현재 과반수인 75% 학교에서 채택된 공생운동사의 ‘한국 근현대사’의 반미(反美)성향을 수정해 보여준다. 김 원장은 “그러나 균형적 표현에 속하는 ‘미국에서 들어온 농산물은 식량문제를 해결하는 데 도움을 주었다’”라는 표현은 “미국이 한국 내에서 농산물을 팔려는 것은 이익을 위한 것이

였다”고 서술하고 있다”고 밝혔다.

이어 북한 역사학과 겸임 “교과서”를 편역해온, 민족본당, 정부수립, 일제침략, 국가정통성 등 총 15개 항목에서 조목조목 비교했다. 김 원장은 “우리 현대사의 고비고비를 보는 시각이 북한과 김일성주의 역사서와 놀랄 만큼 똑같다”며 “그 대표적 인 사례가 해방 후 남한에서 새로운 국가를 건설하려는 노력은 좌절된 것처럼 묘사해놓고 김일성에

“167개 미국 표현중 164회 부정적 기술 일부 현대史 시각은 북한학과 똑같아 학자뿐 아니라 국민들도 힘 모을 것”

대해서는 ‘사회주의 국가건설이라는 어법적 영분을 가지고 있었으며 대중의 지지를 받고 있던 김일성’ 000쪽이라고 사실상 김일성 체제를 옹호, 변호하는 것”이라고 말했다.

이주영 교수(경국대 사학과)는 현대 전쟁 중인 8차 교육과정(2009년부터 시행) 개정에 ‘한국 근현대사’ 대신 필수과목으로 들어가는 ‘역사’에 대한 한국 역사에 대한 정확한 사실과 평가가 담겨야 한다



이주영 교수 이종태 교수 김광동 회장

고 주장했다. “우엇보다 대한민국은 좌우이념 논쟁 속에서 우리가 승리하여 탄생한 나라이기 때문에 대한민국 정체성의 의미가 있다는 것을 자랑스릴게 영 시해야 한다.” 또 대한민국 자유민주체제는 1948년에 ‘권선’된 것이 아니라 불완전한 가운데 어쩔수리 결핍이론 때문 과원으로 이해해야 복잡다단했던 현대사에 대한 보다 객관적 시각이 나올 수 있다고 제안했다. 대남이 북한과 대한민국 역사를 ‘편파’이라는 이항으로 같은 선상에 놓아서는 안 되고 순수하게 ‘대한민국의 국가사’를 해야 한다고 강조했다.

이종태 교수(공주대 역사교육과)는 교과서 개정을 위한 국민운동을 제안하면서 “개방적이고 현실적인 교과서가 탄생할 수 있도록 일반국민들도 조직적으로 개정에 참여해 열광을 행사할 것”이라고 말했다. 이날 행사에는 유근일 전 조선일보 부원, 이영훈 교수(서울대 경제학), 이영준씨(중학교 교사) 등이 토론자로 나섰다.

2.

가

< -2> 3 (%)

					()			
					()	()	()	
2003	353	96 (27.2)	257 (72.8)	3,681 (61.7)	1,366 (22.9)	915 (15.3)	5,962 23.2	
	480	76 (15.8)	404 (84.2)	10,207 (49.9)	4,480 (21.9)	5,767 (28.2)	20,454 50.7	
	833	172 (20.6)	661 (79.4)	13,888 (52.6)	5,846 (22.1)	6,682 (25.3)	26,416 40.0	
2004	362	100 (27.6)	262 (72.4)	2,132 (32.6)	2,893 (44.3)	1,506 (23.1)	6,531 24.9	
	542	101 (18.6)	441 (81.4)	4,635 (33.6)	5,080 (36.9)	4,055 (29.4)	13,779 31.2	
	904	201 (22.2)	703 (77.8)	6,767 (33.3)	7,982 (39.3)	5,561 (27.4)	20,310 28.9	
2005	362	138 (38.1)	224 (61.9)	1,151 (46.0)	968 (38.7)	385 (15.4)	2,504 11.2	
	542	168 (31.0)	374 (69.0)	2,607 (35.1)	2,776 (37.4)	2,037 (27.5)	7,420 19.8	
	904	306 (33.8)	598 (66.2)	3,758 (37.9)	3,744 (37.7)	2,422 (24.4)	9,924 16.6	
	1,077	334 (31.0)	743 (69.0)	6,964 (46.4)	5,227 (34.9)	2,806 (18.7)	14,997 20.2	
	1,564	345 (22.1)	1,219 (77.9)	17,449 (41.9)	12,345 (29.6)	11,859 (28.5)	41,653 34.2	
	2,641	679 (25.7)	1,962 (74.3)	24,413 (43.1)	17,572 (31.0)	14,665 (25.9)	56,650 28.9	

: 2003 , 6

:

가

3

-2> , 72.8% , 2004 72.4%, 2005 61.9% , 2003 <

가

81.4%, 2005 69.0% , 2003 84.2%, 2004 3

20.2 , 29 , 34.2

가

2003 23.2 , 2004 24.9 , 2005 11.2 , 2003 50.7 , 2004 31.2 , 2005 19.8

가

3 , 2003 31.0% 가 , 31.0% , 25.9% , 46.4% , 34.9% , 18.7% , 41.9% , 29.6% , 28.5%

가
 2003 52.6%, 2004 33.3%,
 2005 37.9% , 2003 22.1%, 2004
 39.3%, 2005 37.7% ,
 25.3%, 2004 27.4%, 2005 24.4%
 가

3
 가.

12 가
 1 가
 1

D 2 223 (2004)

' , 가 60 , 가
180 ,'
' , 가 90 , 가
1 ,'

D 2 141 (2004)

' : ~ 4 가
90 : ~ ,
' : ~ 2003 4
가 102 : ~ .

2000 10 1 2005
1999 12

"2005. 9 " 가

D 2 263 (2005)

' 17
' , 가 .'
' 17

가

가

1



▶ 17

< -2> , ,

가

가

○ J 45 (2004)
 '2001 1 , 가' '2004 1 , 가' , '
 '
 ' 29.1° C, 가 ' , '6 15
 30° C . 16 32.1° C 34.9° C,
 33.8° C ,
 20.1° C 21.7° C
 . - ∞ , 1997 6 17 ' '5 14 가
 29.1° C .
 ' 30.1° C, 29.9° C, 28.9° C ,
 21.8° C, 18.5° C . ' - ∞ , 2003
 5 15 ' .

○ D 1 94 (2004)
 '1999 2 , 3 .'
 ,
 '2002 1 , 3 .'
 .

가

가 가

가

2006 5 18 ,

가

○ G 1 109 (2004)

30 2 “ 가 가

”

1.

(1) 가 가 가 가
가 가

(2) 'ㄴ, ㄹ' 'ㄴ' 가

(3) 'ㄴㄴ' 가

2.

(1) 가

(2) 가
'ㄴ, ㄹ' 'ㄴ' 가

(3) 'ㄴㄴ' 가
가

3.

(庫間) (賞房) (數字) (車間) (退間) (回數)

가 .

○ D 2 291 (2005)

'95' '95' .

가 , (非) 가 가 .

가 .

가 ,

2 , 49 50 18)

가

18) 2
49

(ㄱ , L L)
ㄱ L

50 (ㄱ , L)
ㄱ L

○ G 2 186 (2004)

'~'

○ D 2 42 (2005)

'~'

'~'

'~'

' '

' '

○ C 1 7- 150 (2005)

'3.

'~'

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' '

' '

가

○ D 1 142 (2005)

'~'

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'~'

,

'~'

,

'~'

가

'

'가

○ D 1 143 (2005)

' '

' '

가

' '

' '

○ G 2 22 (2005)
' < > 가 (1743~1897) '
'(1843 ~ 1897)'

가

○ G 3 196 (2005)
' ~ ' ,
' ~ ' .

가

가

○ C I 163 (2005)
' 가 ' ,
'가 ' .

가

가

가

가

○ D 2 225 (2005)
'~
'~

○ C 1 7- 150 (2005)
' . . .
' . . .

가

○ K 1 7- 145 (2005)
'~
'~ 가

가

가

○ D 1 146 (2005)
' ~ ' ,
' ~ ' .

가

○ D 2 43 (2005)
' g ~ , M∅ ~ ' ,
' g ~ , M∅ ~ ' .
g , M∅ 가
(量) (,
) g M∅

○ D 2 225 (2005)
 '3. ~' ,
 '3. ~'

○ D 2 223 (2005)
 '~ 가 가 . ' '~ 가
 .'
 가 , 가
 가 .

○ D 3 85 (2005)
 'A third kind of friend is ~ ' 'The third kind of friend is ~ '

'of friend'가 'third kind' 'a'가

'the' .
 .

○ D 3 110 (2005)

'~ The order of these chemicals make up who we are and what traits we may have.' ,

'~ The order of these chemicals makes up who we are and what traits we may have.'

make 3 가 'The order' 가
 '-s' .

○ D 3 86 (2005)

'1 make true friends ~ 6 open your mind to ~
 , ' ,

'1 make true friends 6 open your mind to ~
 , ~ ' .

'*make friends'가 ' friends
 가 '*to'
 , ,
 가 .

○ D 3 59 (2005)

'Then she led them to her place where she gave them baths, food,

clothes.'

'Then she led them to her place, where she gave them baths, food, clothes.'

가
'place' 'where' ()
가

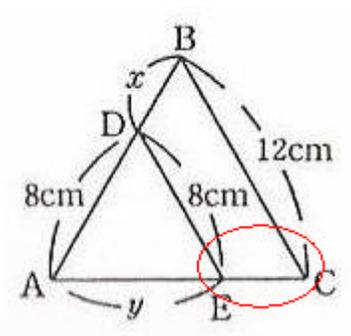
() -

() 가

가 .

가

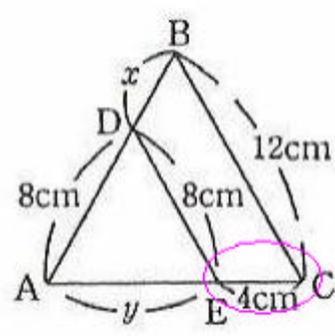
○ K 2 8- 128 (2005)



< -3> K

2 8-

가



128 (2005)

가

가

○ K 3 120 5(2005)
25°C 23.5g
25°C
23.1g(119 2 25°C 23.1°C
)

가

○ K 3 150 40(2005)
(가)
가 「 」

가
가가

○ D 2 . 가 70 (2005)
' , '
가 ' .

가 . 가

○ D 1 23
' ~ , , ~ ' ' ~ , , ~ ' .

가 ' ' 가

가 .

○ S 2 54 (2005)
' 《 가 》 ' ' 《 》 ' .

'樹欲靜而風不止 子欲養而親不待 ' 가 ,
《韓詩外傳()》 9 《 》

○ G 3 76 (2005)
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				(%)	(%)	
2002			353	250 (70.8)	103 (29.2)	
			337	216 (64.1)	121 (35.9)	
			690	466 (67.5)	224 (32.5)	
			938	373 (39.8)	565 (60.2)	
			313	214 (68.4)	99 (31.6)	
			1,251	587 (46.9)	664 (53.1)	
		1,941	1,053 (54.3)	888 (45.7)	6	
2003			362	262 (72.4)	100 (27.6)	
			346	239 (69.1)	107 (30.9)	
			708	501 (70.8)	207 (29.2)	
			542	428 (79.0)	114 (21.0)	
			351	252 (71.8)	99 (28.2)	
			893	680 (76.1)	213 (23.9)	
		1,601	1,181 (73.8)	420 (26.2)	6	
2004			362	262 (72.4)	100 (27.6)	
			346	263 (76.0)	83 (24.0)	
			708	525 (74.2)	183 (25.8)	
			542	441 (81.4)	101 (18.6)	
			351	276 (78.6)	75 (21.4)	
			893	717 (80.3)	176 (19.7)	
		1,601	1,242 (77.6)	359 (22.4)		
2005			362	225 (62.2)	137 (37.8)	
			346	208 (60.1)	138 (39.9)	
			708	433 (61.2)	275 (38.8)	
			542	376 (69.4)	166 (30.6)	
			351	205 (58.4)	146 (41.6)	
			893	581 (65.1)	312 (34.9)	
		1,601	1,014 (63.3)	587 (36.7)		

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		239	2,196	9.2	263	7,089	27.0	208	1,928	9.3
		501	6,341	12.7	525	13,414	25.6	433	3,638	8.4
		428	12,556	29.3	441	13,329	30.2	376	5,642	15
		252	3,791	15.0	278	4,060	14.7	205	2,205	10.7
		680	16,347	24.0	717	17,389	24.3	581	7,847	13.5
		1,181	22,688	19.2	1,242	30,803	24.8	1,014	11,485	11.3

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		50	544	158	1,570	9.9	157.7
2003	3	10	198	56	487	8.6	33.7
		41	412	120	1,299	10.8	121.4
		51	610	176	1,786	10.1	155.1
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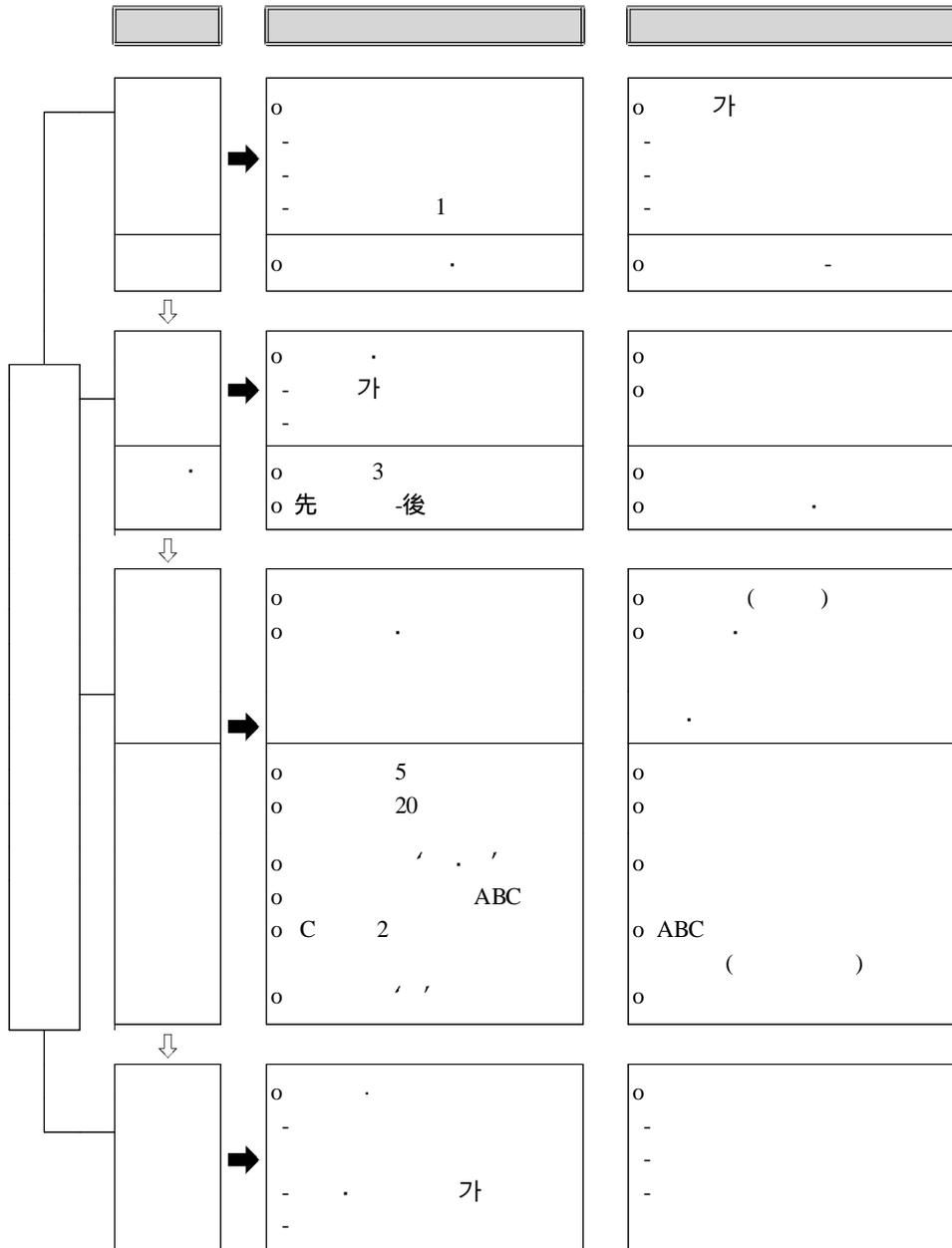
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<http://www.tea.state.tx.us/textbooks/index.html>

<http://www.capitol.state.tx.us/statutes/docs/ED/content/pdf/ed.002.00.000031.00.pdf>

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Subchapter B. State Adoption of Instructional Materials

§ 66.21. Review and Adoption Cycles.

- (a) The State Board of Education (SBOE) shall adopt a review and adoption cycle for subjects in the foundation curriculum. No more than one-sixth of the subjects in the foundation curriculum may be reviewed each year. Placement of a subject in the cycle shall be based on the need for up-to-date materials due to changes in essential knowledge and skills, changing information, and/or changing technology. Estimated expenditures shall also be considered when determining placement of subjects in the cycle.
- (b) The SBOE shall adopt a review and adoption cycle for subjects in the enrichment curriculum. Placement of a subject in the cycle shall be based on the need for up-to-date materials due to changes in essential knowledge and skills, changing information, and/or changing technology. Estimated expenditures shall also be considered when determining placement of subjects in the cycle.

Source: The provisions of this §66.21 adopted to be effective September 1, 1996, 21 TexReg 7236; amended to be effective March 4, 2001, 26 TexReg 1706.

§ 66.24. Review and Renewal of Contracts.

- (a) The commissioner of education shall review contracts for instructional materials and recommend which contracts should be renewed for terms not to exceed four years and which contracts should not be renewed.
- (b) The State Board of Education (SBOE) shall decide to renew existing contracts upon determining that the renewal would be in the best interest of the state and after considering the following factors:
 - (1) placement of subject areas in the foundation and enrichment review and adoption cycles;

- (2) availability of new instructional materials;
 - (3) willingness of publishers to offer materials for readoption and renewal of contracts; and
 - (4) cost of instructional materials under new contract.
- (c) Publishers awarded new contracts shall be prepared to make the adopted instructional materials available for at least one extended contract period of not more than four years at prices the commissioner of education approves. The SBOE may consider refusing to award future contracts to a publisher who, after receiving written notice to do so, refuses to rebid instructional materials at least one time. Failure of a publisher to negotiate an acceptable price for an extended contract shall not be considered failure to rebid instructional materials.

Source: The provisions of this §66.24 adopted to be effective September 1, 1996, 21 TexReg 7236; amended to be effective March 4, 2001, 26 TexReg 1706.

§ 66.27. Proclamation, Public Notice, and Schedule for Adopting Instructional Materials.

- (a) The State Board of Education (SBOE) shall issue a proclamation calling for new instructional materials according to the review and adoption cycles for foundation and enrichment subjects adopted by the SBOE. The proclamation shall serve as notice to all registered publishers and to the public that bids to furnish new materials to the state are being invited. The proclamation shall be issued at least 24 months before the scheduled adoption of the new instructional materials by the SBOE.
- (b) The proclamation shall contain the following:
- (1) specifications for essential knowledge and skills in each subject for which bids are being invited;
 - (2) a maximum cost to the state for adopted instructional materials in each subject for which bids are being invited;
 - (3) an estimated number of units to be purchased during the first contract year for each subject in the proclamation;
 - (4) specifications for providing computerized files to produce braille versions of adopted instructional materials; and
 - (5) a schedule for the adoption process.

- (c) A draft copy of the proclamation shall be provided to each member of the SBOE and to designated representatives of the publishing industry to solicit input on maximum costs before the SBOE considers the proclamation. In addition, the Texas Education Agency shall hold a public meeting regarding the draft proclamation with representatives of the publishing industry 60-90 days prior to the scheduled adoption of the proclamation by the SBOE. Any revisions recommended as a result of the meeting with publishers shall be presented to the SBOE along with the subsequent draft of the proclamation.
- (d) Under extraordinary circumstances, the SBOE may adopt an emergency, supplementary, or revised proclamation without complying with the time lines and other requirements of this section.

Source: The provisions of this § 66.27 adopted to be effective September 1, 1996, 21 TexReg 7236; amended to be effective September 1, 1997, 22 TexReg 3779; amended to be effective March 4, 2001, 26 TexReg 1706.

§ 66.28. Adoption by Reference.

- (a) The sections titled "Content Requirements" in the 2001 Proclamation of the State Board of Education Advertising for Bids on Instructional Materials are adopted by this reference as the State Board of Education's official rule governing essential knowledge and skills that shall be used to evaluate instructional materials submitted for consideration under Proclamation 2001. A copy of the 2001 Proclamation of the State Board of Education Advertising for Bids on Instructional Materials is available for examination during regular office hours, 8:00 a.m. to 5:00 p.m., except holidays, Saturdays, and Sundays, at the Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701.
- (b) The sections titled "Content Requirements" in the 2002 Proclamation of the State Board of Education Advertising for Bids on Instructional Materials are adopted by this reference as the State Board of Education's official rule governing essential knowledge and skills that shall be used to evaluate instructional materials submitted for consideration under Proclamation 2002. A copy of the 2002 Proclamation of the State Board of Education Advertising for Bids on Instructional Materials is available for examination during regular office hours, 8:00 a.m. to 5:00 p.m., except holidays, Saturdays, and Sundays, at

the Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701.

Statutory Authority: The provisions of this §66.28 issued under the Texas Education Code, § 28.002.

Source: The provisions of this § 66.28 adopted to be effective February 15, 1998, 23 TexReg 1019; amended to be effective September 1, 1999, 24 TexReg 3859; amended to be effective September 1, 2000, 25 TexReg 5330; amended to be effective March 4, 2001, 26 TexReg 1706; amended to be effective February 7, 2002, 27 TexReg 746; amended to be effective September 1, 2003, 28 TexReg 6023.

§ 66.30. State Review Panels: Eligibility.

A person is not eligible to serve on a state review panel if, during the three years immediately preceding the appointment, the person:

- (1) was employed by or received funds from any individual or entity in any way affiliated with a publishing company participating in the adoption under which the state review panel will evaluate instructional materials; or
- (2) owned or controlled, directly or indirectly, any interest in a publishing company or an entity receiving funds from a publishing company.

Source: The provisions of this §66.30 adopted to be effective September 1, 1996, 21 TexReg 7236.

§ 66.33. State Review Panels: Appointment.

- (a) The commissioner of education shall: determine the number of review panels needed to review instructional materials under consideration for adoption, determine the number of persons to serve on each panel, and determine the criteria for selecting panel members. Each appointment to a state review panel shall be made by the commissioner of education with the advice and consent of the State Board of Education (SBOE) member whose district is to be represented.
- (b) The commissioner of education shall solicit recommendations for possible appointees to state review panels from the State Board of Education (SBOE), school districts, open-enrollment charter schools, and educational organizations in the state. Recommendations may be accepted from any Texas resident. Nominations shall not be made by or accepted from any publishers; authors;

depositories; agents for publishers, authors, or depositories; or any person who holds any official position with a publisher, author, depository, or agent.

- (c) The SBOE shall be notified of appointments made by the commissioner of education to state review panels.
- (d) Members of a state review panel may be removed at the discretion of the commissioner of education.

Source: The provisions of this § 66.33 adopted to be effective September 1, 1996, 21 TexReg 7236.

§ 66.36. State Review Panels: Duties and Conduct.

- (a) The duties of each member of a state review panel are to:
 - (1) evaluate all instructional materials submitted for adoption in each subject assigned to the panel to determine if essential knowledge and skills are covered;
 - (2) make recommendations to the commissioner of education that each submission assigned to be evaluated by the state review panel be placed on the conforming list, nonconforming list, or rejected;
 - (3) submit to the commissioner of education a list of any factual errors in instructional materials assigned to be evaluated by the state review panel; and
 - (4) as appropriate to a subject area and/or grade level, ascertain that instructional materials submitted for adoption do not contain content that clearly conflicts with the stated purpose of the Texas Education Code, ? 8.002(h).
- (b) State review panel members shall not accept meals, entertainment, gifts, or gratuities in any form from publishers, authors, or depositories; agents for publishers, authors, or depositories; any person who holds any official position with publishers, authors, depositories, or agents; or any person or organization interested in influencing the selection of instructional materials.
- (c) Before presenting recommendations to the commissioner of education, state review panel members shall be given an opportunity to request a meeting with a publisher to obtain responses to questions regarding instructional materials being evaluated by the state review panel. Questions shall be provided to

publishers in advance of the meeting.

- (d) State textbook review panel members shall be afforded the opportunity to collaborate with other panel members during the official meetings to discuss coverage of Texas Essential Knowledge and Skills, errors, manufacturing specifications, or any other aspect of instructional materials being evaluated. A member of a state review panel shall have no contact with other members of the panel except during official meetings. State review panel members shall not discuss instructional materials being evaluated with any party having a direct or indirect interest in adoption of instructional materials.
- (e) Members of each state review panel may be required to be present at the State Board of Education (SBOE) meeting at which instructional materials are adopted.

Source: The provisions of this § 66.36 adopted to be effective September 1, 1996, 21 TexReg 7236; amended to be effective March 4, 2001, 26 TexReg 1706.

§ 66.39. State Review Panels: Expenses.

- (a) State review panel members shall be reimbursed for expenses incurred in attending official meetings according to the applicable provisions of the General Appropriations Act.
- (b) Expenses shall be paid for designated state review panel members to attend the State Board of Education(SBOE) meeting at which instructional materials are considered for adoption.

Source: The provisions of this §66.39 adopted to be effective September 1, 1996, 21 TexReg 7236.

§ 66.42. State Review Panels: Orientation.

State review panel members shall receive an orientation including at least the following:

- (1) the responsibilities of a state review panel member;
- (2) statutes and rules pertaining to the state adoption process;
- (3) essential knowledge and skills specified for subjects included in the proclamation;
- (4) identifying factual errors;

- (5) the schedule for the adoption process;
 - (6) training in technology appropriate to media submitted for adoption; and
 - (7) regulatory requirements, including the Government Code, ? 72.051 (relating to Standards of Conduct), and the Texas Penal Code, ? 6.02 (relating to Bribery).
- Copies of the statutes mentioned in this section shall be supplied to each state review panel member.

Source: The provisions of this § 66.42 adopted to be effective September 1, 1996, 21 TexReg 7236.

§ 66.45. State Review Panels: No-Contact Periods.

- (a) State review panel members shall observe a no-contact period that shall begin with the initial communication regarding possible appointment to a state review panel and end after recommendations have been made to the commissioner of education that each submission assigned to be evaluated by the state review panel be placed on the conforming list, nonconforming list, or rejected. During this period, state review panel members shall not be contacted either directly or indirectly by any person having an interest in the adoption process regarding content of instructional materials under evaluation by the panel. This restriction is not intended to prohibit members of the state review panels from seeking advice regarding materials under consideration from the State Board of Education (SBOE).
- (b) State review panel members shall report immediately to the commissioner of education any communication or attempted communication by any person regarding instructional materials being evaluated by the panel.
- (c) State review panel members shall not discuss content of instructional materials under consideration with any subject area staff member of the Texas Education Agency (TEA), except during the official orientation meeting. Additional requests for information or clarification shall be directed to the commissioner of education or his designee. Copies of all questions from individual members shall be distributed with responses to all members of the appropriate state review panel. This restriction is not intended to prohibit members of the state review panels from contacting designated staff of the TEA regarding adoption procedures.

Source: The provisions of this § 66.45 adopted to be effective September 1, 1996, 21 TexReg 7236.

§ 66.48. Statement of Intent to Bid Instructional Materials.

- (a) Each publisher who intends to offer instructional materials for adoption shall submit a statement of intent to bid on or before the date specified in the schedule for the adoption process. The statement of intent shall be accompanied by publisher's data submitted in a form approved by the commissioner of education.
- (b) A publisher shall designate instructional materials submitted as appropriate for placement on the conforming list or nonconforming list.
- (c) If a student or teacher component of a submission consists of more than one item, a publisher shall provide complete and correct titles of each item included in the student and/or teacher component at the time the statement of intent is filed.
- (d) A publisher shall specify hardware or special equipment needed to review any item included in an instructional materials submission.
- (e) Additions to a publisher's submission shall not be accepted after the deadline for filing statements of intent, except as allowed in the schedule of adoption activities included in the proclamation. A publisher who wishes to withdraw an instructional materials submission after having filed a statement of intent to bid shall notify the commissioner of education in writing on or before the date specified in the schedule for the adoption process.

Source: The provisions of this § 66.48 adopted to be effective September 1, 1996, 21 TexReg 7236; amended to be effective August 15, 1999, 24 TexReg 5699.

§ 66.51. Instructional Materials Purchased by the State.

- (a) Instructional materials offered for adoption by the State Board of Education (SBOE).
 - (1) Publishers may not submit instructional materials for adoption that have been authored by an employee of the Texas Education Agency (TEA).
 - (2) The official bid price of an instructional material submission shall not exceed the price included with the official sample filed under §66.54 of this title

(relating to Samples).

- (3) A teacher's component submitted to accompany student instructional materials under consideration for adoption shall be part of the publisher's official bid and shall be provided for the duration of the original contract and any contract extensions at no cost to every teacher that uses the adopted student materials in a school district or open-enrollment charter school.
- (4) Under the Texas Education Code, §31.025, the official bid price for an instructional material submission may exceed the maximum cost to the state that is established in the proclamation. The state shall only be responsible for payment to the publisher in an amount equal to the maximum cost. A school district ordering instructional materials is responsible for the portion of the cost that exceeds the state maximum.
- (5) Any discounts offered for volume purchases of adopted instructional materials shall be included in price information submitted with official samples and in the official bid.
- (6) The official bid filed by a publisher shall include separate prices for each item included in an instructional material submission. The publisher shall guarantee that individual items included in the student and/or teacher component shall be available for local purchase at the individual prices listed for the entire contract period.
- (7) Publishers shall submit to the TEA a signed affidavit certifying that each individual whose name is listed as an author or contributor of a textbook contributed to the development of the textbook. The affidavit shall also state in general terms each author's involvement in the development of the textbook.
- (8) Instructional materials submitted for adoption shall be self-sufficient for the period of adoption. Nonconsumable components shall be replaced by the publisher during the warranty period. Consumable materials included in a student or teacher component of a submission shall be clearly marked as consumable. The cost of such consumables to the state for the entire contract period shall not exceed the maximum cost established in the proclamation.
- (9) On or before the deadline established in the schedule of adoption procedures, publishers shall submit correlations of instructional materials

submitted for adoption with essential knowledge and skills required by the proclamation. Correlations shall be submitted in a format approved by the commissioner of education.

- (b) Non-adopted instructional materials. A publisher of non-adopted instructional materials selected and purchased by school districts or open-enrollment charter schools under? 6.104(c)-(f) of this title (relating to Selection of Instructional Materials by School Districts) shall meet all applicable requirements of the Texas Education Code, ? 1.151.

Source: The provisions of this § 66.51 adopted to be effective September 1, 1996, 21 TexReg 7236; amended to be effective September 1, 2001, 26 TexReg 5807.

§ 66.54. Samples.

- (a) Samples of student and teacher components of instructional materials submitted for adoption shall be complete as to content and representative of finished-format binding.
- (b) Four sample copies of the student and teacher components of each instructional materials submission shall be filed with each of the 20 regional education service centers (ESCs) on or before the date specified in the schedule for the adoption process. These samples shall be available for public review. Publishers of Internet-based instructional content submitted for review shall provide the ESCs with appropriate information, such as locator information and passwords, required to ensure public access to their programs throughout the review period.
- (c) If it is determined that good cause exists, the commissioner of education may extend the deadline for filing samples with ESCs or specify a lesser number of samples a publisher must provide. At its discretion, the State Board of Education (SBOE) may remove from consideration any materials proposed for adoption that were not properly deposited with the ESCs, the Texas Education Agency (TEA), or members of the state review panel.
- (d) Three official sample copies of each student and teacher component of an instructional materials submission shall be filed with the TEA on or before the date specified in the schedule for the adoption process. Price information required by the commissioner of education shall be included in each sample.

In addition, the publisher shall provide a complete description of all items included in a student and teacher component of an instructional materials submission.

- (e) One sample copy of each student and teacher component of an instructional materials submission shall be filed with each member of the appropriate state review panel on or before the date specified in the schedule for the adoption process. To ensure that the evaluations of state review panel members are limited to student and teacher components submitted for adoption, publishers shall not provide ancillary materials, supplementary materials, or descriptions of ancillary or supplementary materials to state review panel members.
- (f) The TEA, ESCs, and affected publishing companies shall work together to ensure that hardware or special equipment necessary for review of any item included in a student and/or teacher component of an instructional materials submission is available in each ESC. Affected publishers may be required to loan such hardware or special equipment to any member of a state review panel who does not have access to the necessary hardware or special equipment.
- (g) A publisher shall provide a list of all corrections necessary to each student and teacher component of an instructional materials submission. The list must be in a format designated by the commissioner of education and filed on or before the deadline specified in the schedule for the adoption process. If no corrections are necessary, the publisher shall file a letter stating this on or before the deadline in the schedule for submitting the list of corrections. On or before the deadline for submitting lists of corrections, publishers shall submit certification that all instructional materials have been edited for accuracy, content, and compliance with requirements of the proclamation.
- (h) Three complete sample copies of each student and teacher component of adopted instructional materials that incorporate all corrections required by the SBOE shall be filed with the commissioner of education on or before the date specified in the schedule for the adoption process. In addition, each publisher shall file an affidavit signed by an official of the company verifying that all corrections required by the commissioner of education and SBOE have been made. Corrected samples shall be identical to materials that will be provided

to school districts after purchase.

- (i) Publishers participating in the adoption process are responsible for all expenses incurred by their participation. The state does not guarantee return of sample instructional materials.

Source: The provisions of this §66.54 adopted to be effective September 1, 1996, 21 TexReg 7236; amended to be effective March 4, 2001, 26 TexReg 1706; amended to be effective September 1, 2002, 27 TexReg 7105.

§66.57. Regional Education Service Centers: Procedures for Handling Samples; Public Access to Samples.

(a) Handling procedures.

- (1) Each regional education service center (ESC) executive director shall designate one person to supervise all shipments of instructional materials. The Texas Education Agency (TEA) shall provide to each designated person forms to be used in reporting receipt of sample shipments.
- (2) On or before the date specified in the schedule for the adoption process, each ESC representative shall notify the commissioner of education of all irregularities in sample shipments. The appropriate publisher shall be notified of any sample shipment irregularities reported by the ESCs.

(b) Public access to samples.

- (1) One sample of all instructional materials under consideration for adoption shall be retained in each ESC for review by interested persons until notification is received from the TEA. Any additional samples shall be made available to be checked out according to rules established by each ESC based on demand. Appropriate information, such as locator information and passwords, shall be made available by the ESCs to ensure public access to Internet-based instructional content throughout the review period.
- (2) Regional ESCs shall ensure reasonable public access to sample instructional materials, including access outside of normal working hours that shall be scheduled by appointment.
- (3) On or before the date specified in the schedule for the adoption process, each ESC shall issue a news release publicizing the date on which sample instructional materials will be available for review at the center and shall

notify all school districts in the region of the schedule.

Source: The provisions of this §66.57 adopted to be effective September 1, 1996, 21 TexReg 7236; amended to be effective September 1, 2002, 27 TexReg 7105.

§66.60. Public Comment on Instructional Materials.

(a) Written comments.

- (1) Any resident of Texas may submit written comments for, against, or about any instructional materials submitted for adoption.
- (2) Written comments and lists of factual errors shall be submitted to the commissioner of education on or before the deadlines specified in the schedule for the adoption process.
- (3) Copies of written comments and lists of factual errors shall be provided to the State Board of Education (SBOE), participating publishers, regional education service centers (ESCs), and persons who have filed written requests.

(b) Public hearing before the SBOE. On a date specified in the schedule for the adoption process, the SBOE shall hold a hearing on instructional materials submitted for adoption that may, at the discretion of the SBOE chair, be designated an official meeting of the SBOE.

- (1) Testimony at the hearing shall be accepted only from residents of Texas. Copies of speeches made at the hearing may be distributed to SBOE members. No other written material may be distributed during the hearings. Persons who wish to testify must notify the commissioner of education on or before the date specified in the schedule for the adoption process. The notice must identify the subject areas and titles about which testimony will be presented. The SBOE may limit the time available for each person to testify.
- (2) Oral responses to testimony at the hearing may be made by official representatives of publishing companies who have requested time to present responses on or before the date specified in the schedule for the adoption process.
- (3) The commissioner of education shall have a complete record of the hearing made and transcribed. The transcript of the hearing shall be provided to the SBOE, ESCs, participating publishers, and persons who have filed written

requests. The official record shall be held open for 14 calendar days after the close of the hearings. During this period, any person who participated in a hearing before the SBOE and any official representative of a publishing company may submit a written response to written comments and/or oral testimony presented at the hearing.

- (4) Within 10 days after the record is closed, the commissioner shall send copies of responses to written and/or oral testimony to members of the SBOE, ESCs, participating publishers, and persons who have filed written requests.
- (c) Public comment on instructional materials not adopted on schedule. Public comment on instructional materials not adopted by the SBOE on the date specified in the schedule for the adoption process shall be accepted according to the SBOE Operating Rules, §2.10 (relating to Public Testimony).

Source: The provisions of this §66.60 adopted to be effective September 1, 1996, 21 TexReg 7236; amended to be effective September 1, 1997, 22 TexReg 3779.

§66.63. Report of the Commissioner of Education.

- (a) The commissioner of education shall review all instructional materials submitted for consideration for adoption. The commissioner's review shall include the following:
 - (1) evaluations of instructional materials prepared by state review panel members, including recommendations that instructional materials be: placed on the conforming list, placed on the nonconforming list, or rejected;
 - (2) compliance with established manufacturing standards and specifications;
 - (3) recommended corrections of factual errors identified by state review panels;
 - (4) prices of instructional materials submitted for adoption; and
 - (5) whether instructional materials are offered by a publisher who refuses to rebid instructional materials according to §66.24 of this title (relating to Review and Renewal of Contracts).
- (b) Based on the review specified in subsection (a) of this section, the commissioner of education shall prepare preliminary recommendations that instructional materials under consideration be: placed on the conforming list, placed on the nonconforming list, or rejected. According to the schedule for the adoption process, a publisher shall be given an opportunity for a

show-cause hearing if the publisher elects to protest the commissioner's preliminary recommendation.

- (c) The commissioner of education shall submit to the State Board of Education (SBOE) final recommendations that instructional materials under consideration be: placed on the conforming list, placed on the nonconforming list, or rejected.
- (d) The commissioner of education shall submit for SBOE approval a report on corrections of factual errors that should be required in instructional materials submitted for consideration. The report on recommended corrections shall be sent to the SBOE, affected publishers, regional education service centers (ESCs), and other persons, such as braillists, needing immediate access to the information. The commissioner shall obtain written confirmation from publishers that they would be willing to make all identified corrections should they be required by the SBOE.

Source: The provisions of this §66.63 adopted to be effective September 1, 1996, 21 TexReg 7236.

§66.66. Consideration and Adoption of Instructional Materials by the State Board of Education.

- (a) Publishers shall file the following documents with the commissioner of education according to the schedule for the adoption process:
 - (1) three copies of the official bid form; and
 - (2) appropriate proof of authority to do business in the State of Texas.
- (b) A committee of the State Board of Education (SBOE) shall be designated by the SBOE chair to review the commissioner's report concerning instructional materials recommended for state adoption. The committee shall report the results of its review to the SBOE.
- (c) By a vote of a majority of the SBOE, the SBOE shall adopt a list of conforming instructional materials and a list of nonconforming instructional materials under the Texas Education Code, §31.023 and §31.024. Instructional materials may be rejected for:
 - (1) failure to meet essential knowledge and skills specified in the proclamation. In determining the percentage of elements of the essential knowledge and skill covered by instructional materials, each performance description shall

count as an independent element of the essential knowledge and skills of the subject;

- (2) failure to meet established manufacturing standards and specifications recognized by the SBOE;
 - (3) failure to correct errors of fact; or
 - (4) content that clearly conflicts with the stated purpose of the Texas Education Code, §28.002(h).
- (d) The SBOE may allow a publisher to withdraw from the adoption process after the date specified in the proclamation due to recommended placement on a conforming or nonconforming list, manufacturing specifications required as a condition of adoption by the SBOE that the publisher states cannot be met, or failure to agree to make corrections required by the SBOE.

Source: The provisions of this §66.66 adopted to be effective September 1, 1996, 21 TexReg 7236; amended to be effective September 1, 1997, 22 TexReg 3779.

§66.69. Ancillary Materials.

A publisher of adopted instructional materials shall provide any ancillary item free of charge or at the same price discount to the same extent that the publisher provides the item free of charge or at a price discount to any state, public school, or school district in the United States. Free or discounted price ancillary items will be distributed equitably to all school districts and open enrollment charter schools regardless of size. The title of each ancillary item that a publisher will make available to school districts at no charge and the ratio at which each item shall be supplied shall be filed with the Texas Education Agency (TEA) according to the schedule contained in the proclamation. A publisher must notify TEA of any ancillaries provided to school districts that are not listed with TEA. All packages of ancillary materials shipped to school districts shall be labeled, "Ancillary Materials -- Not Reviewed by the State Board of Education."

Source: The provisions of this §66.69 adopted to be effective September 1, 1996, 21 TexReg 7236; amended to be effective March 4, 2001, 26 TexReg 1706.

§66.72. Preparing and Completing Contracts.

- (a) The state contract form shall not be changed or modified without approval of

the Texas Education Agency's (TEA) legal counsel.

- (b) Contract forms shall be sent to the publishers for signature. Signed contracts returned by the publishers shall be signed by the chair of the State Board of Education and attested to by the commissioner of education. Properly signed and attested contracts shall be filed with the TEA.

Statutory Authority: The provisions of this §66.72 issued under the Texas Education Code §31.003 and §31.026.

Source: The provisions of this §66.72 adopted to be effective September 1, 1996, 21 TexReg 7236; amended to be effective August 15, 1999, 24 TexReg 5699.

§66.75. Revised Editions.

- (a) A publisher may submit a request to the commissioner of education for approval to substitute a revision, update, or later edition of state-adopted instructional materials. A publisher requesting a substitution shall provide the request in writing, along with two copies of the revision, update, or later edition, and one copy of the corresponding state-adopted instructional material.
- (b) Requests for approval of substitutions shall provide that there will be no additional cost to the state.
- (c) Except for electronic instructional materials, requests for approval of substitutions shall not be approved during the first year of the original contract.
- (d) Responses from the commissioner of education to substitution requests shall be provided within 30 days after receipt of the request.
- (e) Requests for substitutions of state-adopted instructional materials with revised editions must be approved by the State Board of Education (SBOE) if the revised edition differs in its coverage of the Texas essential knowledge and skills from the original submission adopted by the SBOE.

Source: The provisions of this §66.75 adopted to be effective September 1, 1996, 21 TexReg 7236; amended to be effective August 15, 1999, 24 TexReg 5699.

§66.78. Delivery of Adopted Instructional Materials.

- (a) Under the Texas Education Code (TEC), §31.151, each publisher of adopted instructional materials is required to maintain a depository in this state or

arrange with a depository in this state to receive and fill orders for textbooks. Publishers whose products are delivered on-line or are warehoused and shipped from a facility less than 300 miles from the Texas border are not required to maintain a depository in Texas. Publishers who do not maintain a depository in Texas in accordance with TEC, §31.151, must deliver textbooks to a school district or open-enrollment charter school without a delivery charge to the school district, open-enrollment charter school, or state.

- (b) Each publisher is required to have adopted instructional materials in stock and available for distribution to school districts throughout the entire adoption period. A back order is defined as adopted instructional material not in stock when ordered and not available for delivery to school districts or open-enrollment charter schools on the specified shipment date. The commissioner of education shall report the number of back-ordered materials by publisher to the State Board of Education (SBOE).
- (c) Each publisher shall guarantee delivery of textbooks at least ten business days before the opening day of school of the year for which the textbooks are ordered if the textbooks have been ordered by a date specified in the sales contract.
- (d) Each publisher with instructional materials on back order shall notify affected school districts of the expected ship dates for each title on back order.
- (e) Payments from the Texas Education Agency (TEA) for adopted instructional materials shall be made directly to the publisher or to any agent or trustee designated in writing by the publisher.
- (f) Any publisher, at its discretion, and at least 60 days after notifying the TEA in writing, may change from one depository to another approved depository, except with respect to newly adopted instructional materials in the first year of adoption, when at least 120 days written notice to the TEA is required.
- (g) Any request to establish a new depository shall be submitted to the commissioner of education by September 1. The effective date for any new depository shall be April 1 of the year following approval. Each party requesting authority to establish a new depository shall:
 - (1) present evidence of financial viability adequate to ensure performance of obligations under all contracts on an annual basis;

- (2) provide specifications for the warehouse; equipment; as appropriate, evidence of a climatecontrolled environment for storage of electronic media; plans for staffing of the proposed depository; and computer capability to receive and process orders and communicate in the automated format specified by the TEA;
- (3) submit assurances that a proper stock of instructional materials is available; and
- (4) submit a list of publishers under contract with the request.

Source: The provisions of this §66.78 adopted to be effective September 1, 1996, 21 TexReg 7236; amended to be effective March 4, 2001, 26 TexReg 1706; amended to be effective February 7, 2002, 27 TexReg 746.

2007

Texas Essential Knowledge and Skills for Mathematics

The provisions of this subchapter were adopted by the State Board of Education in October 2005 to be implemented beginning with the 2006-2007 school year.

Kindergarten.

- (k.1) **Number, operation, and quantitative reasoning.** The student uses numbers to name quantities. The student is expected to:
- (A) use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects;
 - (B) use sets of concrete objects to represent quantities given in verbal or written form (through 20); and
 - (C) use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.
- (k.2) **Number, operation, and quantitative reasoning.** The student describes order of events or objects. The student is expected to:
- (A) use language such as before or after to describe relative position in a sequence of events or objects; and
 - (B) name the ordinal positions in a sequence such as first, second, third, etc.
- (K.3) **Number, operation, and quantitative reasoning.** The student recognizes that there are quantities less than a whole. The student is expected to:
- (A) share a whole by separating it into two equal parts; and
 - (B) explain why a given part is half of the whole.
- (K.4) **Number, operation, and quantitative reasoning.** The student models addition (joining) and subtraction (separating). The student is expected to model and create addition and subtraction problems in real situations with concrete objects.
- (K.5) **Patterns, relationships, and algebraic thinking.** The student identifies,

extends, and creates patterns. The student is expected to identify, extend, and create patterns of sounds, physical movement, and concrete objects.

- (K.6) **Patterns, relationships, and algebraic thinking.** The student uses patterns to make predictions. The student is expected to:
- (A) use patterns to predict what comes next, including cause-and-effect relationships; and
 - (B) count by ones to 100.
- (K.7) **Geometry and spatial reasoning.** The student describes the relative positions of objects. The student is expected to:
- (A) describe one object in relation to another using informal language such as over, under, above, and below; and
 - (B) place an object in a specified position.
- (K.8) **Geometry and spatial reasoning.** The student uses attributes to determine how objects are alike and different. The student is expected to:
- (A) describe and identify an object by its attributes using informal language;
 - (B) compare two objects based on their attributes; and
 - (C) sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted.
- (K.9) **Geometry and spatial reasoning.** The student recognizes attributes of two- and three-dimensional geometric figures. The student is expected to:
- (A) describe and compare the attributes of real-life objects such as balls, boxes, cans, and cones or models of three-dimensional geometric figures;
 - (B) recognize shapes in real-life three-dimensional geometric figures or models of three-dimensional geometric figures; and
 - (C) describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle).
- (K.10) **Measurement.** The student directly compares the attributes of length, area, weight/ mass, capacity, and/ or relative temperature. The student uses comparative language to solve problems and answer questions. The student is expected to:
- (A) compare and order two or three concrete objects according to length (longer/ shorter than, or the same);
 - (B) compare the areas of two flat surfaces of two-dimensional figures (covers

- more, covers less, or covers the same);
- (C) compare two containers according to capacity (holds more, holds less, or holds the same);
 - (D) compare two objects according to weight/ mass (heavier than, lighter than or equal to); and
 - (E) compare situations or objects according to relative temperature (hotter/ colder than, or the same as).
- (K.11) **Measurement.** The student uses time to describe, compare, and order events and situations. The student is expected to:
- (A) compare events according to duration such as more time than or less time than;
 - (B) sequence events (up to three); and
 - (C) read a calendar using days, weeks, and months.
- (K.12) **Probability and statistics.** The student constructs and uses graphs of real objects or pictures to answer questions. The student is expected to:
- (A) construct graphs using real objects or pictures in order to answer questions; and
 - (B) use information from a graph of real objects or pictures in order to answer questions.
- (K.13) **Underlying processes and mathematical tools.** The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:
- (A) identify mathematics in everyday situations;
 - (B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;
 - (C) select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and
 - (D) use tools such as real objects, manipulatives, and technology to solve problems.
- (K.14) **Underlying processes and mathematical tools.** The student communicates

about Kindergarten mathematics using informal language. The student is expected to:

- (A) communicate mathematical ideas using objects, words, pictures, numbers, and technology; and
 - (B) relate everyday language to mathematical language and symbols.
- (K.15) **Underlying processes and mathematical tools.** The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.

Source: The provisions of this §111.12 adopted to be effective September 1, 1998, 22 TexReg 7623; amended to be effective August 1, 2006, 30 TexReg 7471.

Grade 1.

- (1.1) **Number, operation, and quantitative reasoning.** The student uses whole numbers to describe and compare quantities. The student is expected to:
- (A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models;
 - (B) create sets of tens and ones using concrete objects to describe, compare, and order whole numbers;
 - (C) identify individual coins by name and value and describe relationships among them; and
 - (D) read and write numbers to 99 to describe sets of concrete objects.
- (1.2) **Number, operation, and quantitative reasoning.** The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of objects. The student is expected to:
- (A) separate a whole into two, three, or four equal parts and use appropriate language to describe the parts such as three out of four equal parts; and
 - (B) use appropriate language to describe part of a set such as three out of the eight crayons are red.
- (1.3) **Number, operation, and quantitative reasoning.** The student recognizes and solves problems in addition and subtraction situations. The student is expected to:
- (A) model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences; and

- (B) use concrete and pictorial models to apply basic addition and subtraction facts (up to $9 + 9 = 18$ and $18 - 9 = 9$).
- (1.4) **Patterns, relationships, and algebraic thinking.** The student uses repeating patterns and additive patterns to make predictions. The student is expected to identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.
- (1.5) **Patterns, relationships, and algebraic thinking.** The student recognizes patterns in numbers and operations. The student is expected to:
- (A) use patterns to skip count by twos, fives, and tens;
 - (B) find patterns in numbers, including odd and even;
 - (C) compare and order whole numbers using place value;
 - (D) use patterns to develop strategies to solve basic addition and basic subtraction problems; and
 - (E) identify patterns in related addition and subtraction sentences (fact families for sums to 18) such as $2 + 3 = 5$, $3 + 2 = 5$, $5 - 2 = 3$, and $5 - 3 = 2$.
- (1.6) **Geometry and spatial reasoning.** The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:
- (A) describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle);
 - (B) describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones;
 - (C) describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language; and
 - (D) use concrete models to combine two-dimensional geometric figures to make new geometric figures.
- (1.7) **Measurement.** The student directly compares the attributes of length, area, weight/ mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. The student is expected to:
- (A) estimate and measure length using nonstandard units such as paper clips or

- sides of color tiles;
- (B) compare and order two or more concrete objects according to length (from longest to shortest);
 - (C) describe the relationship between the size of the unit and the number of units needed to measure the length of an object;
 - (D) compare and order the area of two or more two-dimensional surfaces (from covers the most to covers the least);
 - (E) compare and order two or more containers according to capacity (from holds the most to holds the least);
 - (F) compare and order two or more objects according to weight/ mass (from heaviest to lightest); and
 - (G) compare and order two or more objects according to relative temperature (from hottest to coldest).
- (1.8) **Measurement.** The student understands that time can be measured. The student uses time to describe and compare situations. The student is expected to:
- (A) order three or more events according to duration; and
 - (B) read time to the hour and half-hour using analog and digital clocks.
- (1.9) **Probability and statistics.** The student displays data in an organized form. The student is expected to:
- (A) collect and sort data; and
 - (B) use organized data to construct real-object graphs, picture graphs, and bar-type graphs.
- (1.10) **Probability and statistics.** The student uses information from organized data. The student is expected to:
- (A) draw conclusions and answer questions using information organized in realobject graphs, picture graphs, and bar-type graphs; and
 - (B) identify events as certain or impossible such as drawing a red crayon from a bag of green crayons.
- (1.11) **Underlying processes and mathematical tools.** The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:
- (A) identify mathematics in everyday situations;

- (B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;
 - (C) select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and
 - (D) use tools such as real objects, manipulatives, and technology to solve problems.
- (1.12) **Underlying processes and mathematical tools.** The student communicates about Grade 1 mathematics using informal language. The student is expected to:
- (A) explain and record observations using objects, words, pictures, numbers, and technology; and
 - (B) relate informal language to mathematical language and symbols.
- (1.13) **Underlying processes and mathematical tools.** The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.

Source: The provisions of this §111.13 adopted to be effective September 1, 1998, 22 TexReg 7623; amended to be effective August 1, 2006, 30 TexReg 7471.

Grade 2.

- (2.1) **Number, operation, and quantitative reasoning.** The student understands how place value is used to represent whole numbers. The student is expected to:
- (A) use concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways;
 - (B) use place value to read, write, and describe the value of whole numbers to 999; and
 - (C) use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >).
- (2.2) **Number, operation, and quantitative reasoning.** The student describes how fractions are used to name parts of whole objects or sets of objects. The student is expected to:
- (A) use concrete models to represent and name fractional parts of a whole

- object (with denominators of 12 or less);
- (B) use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less); and
- (C) use concrete models to determine if a fractional part of a whole is closer to 0, $\frac{1}{2}$, or 1.
- (2.3) **Number, operation, and quantitative reasoning.** The student adds and subtracts whole numbers to solve problems. The student is expected to:
- (A) recall and apply basic addition and subtraction facts (to 18);
- (B) model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers;
- (C) select addition or subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary;
- (D) determine the value of a collection of coins up to one dollar; and
- (E) describe how the cent symbol, dollar symbol, and the decimal point are used to name the value of a collection of coins.
- (2.4) **Number, operation, and quantitative reasoning.** The student models multiplication and division. The student is expected to:
- (A) model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined; and
- (B) model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets.
- (2.5) **Patterns, relationships, and algebraic thinking.** The student uses patterns in numbers and operations. The student is expected to:
- (A) find patterns in numbers such as in a 100s chart;
- (B) use patterns in place value to compare and order whole numbers through 999; and
- (C) use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8 + 9 = 17$, $9 + 8 = 17$, $17 - 8 = 9$, and $17 - 9 = 8$.
- (2.6) **Patterns, relationships, and algebraic thinking.** The student uses patterns to describe relationships and make predictions. The student is expected to:
- (A) generate a list of paired numbers based on a real-life situation such as

- number of tricycles related to number of wheels;
- (B) identify patterns in a list of related number pairs based on a real-life situation and extend the list; and
 - (C) identify, describe, and extend repeating and additive patterns to make predictions and solve problems.
- (2.7) **Geometry and spatial reasoning.** The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:
- (A) describe attributes (the number of vertices, faces, edges, sides) of two- and three-dimensional geometric figures such as circles, polygons, spheres, cones, cylinders, prisms, and pyramids, etc.;
 - (B) use attributes to describe how 2 two-dimensional figures or 2 three-dimensional geometric figures are alike or different; and
 - (C) cut two-dimensional geometric figures apart and identify the new geometric figures formed.
- (2.8) **Geometry and spatial reasoning.** The student recognizes that a line can be used to represent a set of numbers and its properties. The student is expected to use whole numbers to locate and name points on a number line.
- (2.9) **Measurement.** The student directly compares the attributes of length, area, weight/ mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length, area, capacity, and weight/ mass. The student recognizes and uses models that approximate standard units (from both SI, also known as metric, and customary systems) of length, weight/ mass, capacity, and time. The student is expected to:
- (A) identify concrete models that approximate standard units of length and use them to measure length;
 - (B) select a non-standard unit of measure such as square tiles to determine the area of a two-dimensional surface;
 - (C) select a non-standard unit of measure such as a bathroom cup or a jar to determine the capacity of a given container; and
 - (D) select a non-standard unit of measure such as beans or marbles to

determine the weight/ mass of a given object.

- (2.10) **Measurement.** The student uses standard tools to estimate and measure time and temperature (in degrees Fahrenheit). The student is expected to:
- (A) read a thermometer to gather data;
 - (B) read and write times shown on analog and digital clocks using five-minute increments; and
 - (C) describe activities that take approximately one second, one minute, and one hour.
- (2.11) **Probability and statistics.** The student organizes data to make it useful for interpreting information. The student is expected to:
- (A) construct picture graphs and bar-type graphs;
 - (B) draw conclusions and answer questions based on picture graphs and bar-type graphs; and
 - (C) use data to describe events as more likely or less likely such as drawing a certain color crayon from a bag of seven red crayons and three green crayons.
- (2.12) **Underlying processes and mathematical tools.** The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:
- (A) identify the mathematics in everyday situations;
 - (B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;
 - (C) select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and
 - (D) use tools such as real objects, manipulatives, and technology to solve problems.
- (2.13) **Underlying processes and mathematical tools.** The student communicates about Grade 2 mathematics using informal language. The student is expected to:
- (A) explain and record observations using objects, words, pictures, numbers, and technology; and

- (B) relate informal language to mathematical language and symbols.
- (2.14) **Underlying processes and mathematical tools.** The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.

Source: The provisions of this §111.14 adopted to be effective September 1, 1998, 22 TexReg 7623; amended to be effective August 1, 2006, 30 TexReg 7471.

Grade 3.

- (3.1) **Number, operation, and quantitative reasoning.** The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. The student is expected to:
 - (A) use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999;
 - (B) use place value to compare and order whole numbers through 9,999; and
 - (C) determine the value of a collection of coins and bills.
- (3.2) **Number, operation, and quantitative reasoning.** The student uses fraction names and symbols (with denominators of 12 or less) to describe fractional parts of whole objects or sets of objects. The student is expected to:
 - (A) construct concrete models of fractions;
 - (B) compare fractional parts of whole objects or sets of objects in a problem situation using concrete models;
 - (C) use fraction names and symbols to describe fractional parts of whole objects or sets of objects; and
 - (D) construct concrete models of equivalent fractions for fractional parts of whole objects.
- (3.3) **Number, operation, and quantitative reasoning.** The student adds and subtracts to solve meaningful problems involving whole numbers. The student is expected to:
 - (A) model addition and subtraction using pictures, words, and numbers; and
 - (B) select addition or subtraction and use the operation to solve problems involving whole numbers through 999.
- (3.4) **Number, operation, and quantitative reasoning.** The student recognizes and solves problems in multiplication and division situations. The student is

expected to:

- (A) learn and apply multiplication facts through 12 by 12 using concrete models and objects;
 - (B) solve and record multiplication problems (up to two digits times one digit); and
 - (C) use models to solve division problems and use number sentences to record the solutions.
- (3.5) **Number, operation, and quantitative reasoning.** The student estimates to determine reasonable results. The student is expected to:
- (A) round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations; and
 - (B) use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.
- (3.6) **Patterns, relationships, and algebraic thinking.** The student uses patterns to solve problems. The student is expected to:
- (A) identify and extend whole-number and geometric patterns to make predictions and solve problems;
 - (B) identify patterns in multiplication facts using concrete objects, pictorial models, or technology; and
 - (C) identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$.
- (3.7) **Patterns, relationships, and algebraic thinking.** The student uses lists, tables, and charts to express patterns and relationships. The student is expected to:
- (A) generate a table of paired numbers based on a real-life situation such as insects and legs; and
 - (B) identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.
- (3.8) **Geometry and spatial reasoning.** The student uses formal geometric vocabulary. The student is expected to identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary.
- (3.9) **Geometry and spatial reasoning.** The student recognizes congruence and

symmetry. The student is expected to:

- (A) identify congruent two-dimensional figures;
 - (B) create two-dimensional figures with lines of symmetry using concrete models and technology; and
 - (C) identify lines of symmetry in two-dimensional geometric figures.
- (3.10) **Geometry and spatial reasoning.** The student recognizes that a line can be used to represent numbers and fractions and their properties and relationships. The student is expected to locate and name points on a number line using whole numbers and fractions, including halves and fourths.
- (3.11) **Measurement.** The student directly compares the attributes of length, area, weight/ mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/ volume, and weight/ mass. The student is expected to:
- (A) use linear measurement tools to estimate and measure lengths using standard units;
 - (B) use standard units to find the perimeter of a shape;
 - (C) use concrete and pictorial models of square units to determine the area of twodimensional surfaces;
 - (D) identify concrete models that approximate standard units of weight/ mass and use them to measure weight/ mass;
 - (E) identify concrete models that approximate standard units for capacity and use them to measure capacity; and
 - (F) use concrete models that approximate cubic units to determine the volume of a given container or other three-dimensional geometric figure.
- (3.12) **Measurement.** The student reads and writes time and measures temperature in degrees Fahrenheit to solve problems. The student is expected to:
- (A) use a thermometer to measure temperature; and
 - (B) tell and write time shown on analog and digital clocks.
- (3.13) **Probability and statistics.** The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:

- (A) collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data;
 - (B) interpret information from pictographs and bar graphs; and
 - (C) use data to describe events as more likely than, less likely than, or equally likely as.
- (3.14) **Underlying processes and mathematical tools.** The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:
- (A) identify the mathematics in everyday situations;
 - (B) solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;
 - (C) select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and
 - (D) use tools such as real objects, manipulatives, and technology to solve problems.
- (3.15) **Underlying processes and mathematical tools.** The student communicates about Grade 3 mathematics using informal language. The student is expected to:
- (A) explain and record observations using objects, words, pictures, numbers, and technology; and
 - (B) relate informal language to mathematical language and symbols.
- (3.16) **Underlying processes and mathematical tools.** The student uses logical reasoning. The student is expected to:
- (A) make generalizations from patterns or sets of examples and nonexamples; and
 - (B) justify why an answer is reasonable and explain the solution process.

Source: The provisions of this §111.15 adopted to be effective September 1, 1998, 22 TexReg 7623; amended to be effective August 1, 2006, 30 TexReg 7471.

Grade 4.

- (4.1) **Number, operation, and quantitative reasoning.** The student uses place value

to represent whole numbers and decimals. The student is expected to:

- (A) use place value to read, write, compare, and order whole numbers through 999,999,999; and
 - (B) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.
- (4.2) **Number, operation, and quantitative reasoning.** The student describes and compares fractional parts of whole objects or sets of objects. The student is expected to:
- (A) use concrete objects and pictorial models to generate equivalent fractions;
 - (B) model fraction quantities greater than one using concrete objects and pictorial models;
 - (C) compare and order fractions using concrete objects and pictorial models; and
 - (D) relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models.
- (4.3) **Number, operation, and quantitative reasoning.** The student adds and subtracts to solve meaningful problems involving whole numbers and decimals. The student is expected to:
- (A) use addition and subtraction to solve problems involving whole numbers; and
 - (B) add and subtract decimals to the hundredths place using concrete objects and pictorial models.
- (4.4) **Number, operation, and quantitative reasoning.** The student multiplies and divides to solve meaningful problems involving whole numbers. The student is expected to:
- (A) model factors and products using arrays and area models;
 - (B) represent multiplication and division situations in picture, word, and number form;
 - (C) recall and apply multiplication facts through 12×12 ;
 - (D) use multiplication to solve problems (no more than two digits times two digits without technology); and
 - (E) use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).

- (4.5) **Number, operation, and quantitative reasoning.** The student estimates to determine reasonable results. The student is expected to:
- (A) round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations; and
 - (B) use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.
- (4.6) **Patterns, relationships, and algebraic thinking.** The student uses patterns in multiplication and division. The student is expected to:
- (A) use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$); and
 - (B) use patterns to multiply by 10 and 100.
- (4.7) **Patterns, relationships, and algebraic thinking.** The student uses organizational structures to analyze and describe patterns and relationships. The student is expected to describe the relationship between two sets of related data such as ordered pairs in a table.
- (4.8) **Geometry and spatial reasoning.** The student identifies and describes attributes of geometric figures using formal geometric language. The student is expected to:
- (A) identify and describe right, acute, and obtuse angles;
 - (B) identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models; and
 - (C) use essential attributes to define two- and three-dimensional geometric figures.
- (4.9) **Geometry and spatial reasoning.** The student connects transformations to congruence and symmetry. The student is expected to:
- (A) demonstrate translations, reflections, and rotations using concrete models;
 - (B) use translations, reflections, and rotations to verify that two shapes are congruent; and
 - (C) use reflections to verify that a shape has symmetry.
- (4.10) **Geometry and spatial reasoning.** The student recognizes the connection between numbers and their properties and points on a line. The student is

expected to locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths.

- (4.11) **Measurement.** The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/ volume and weight/ mass. The student is expected to:
- (A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/ mass using standard units SI(metric) and customary;
 - (B) perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system;
 - (C) use concrete models of standard cubic units to measure volume;
 - (D) estimate volume in cubic units; and
 - (E) explain the difference between weight and mass.
- (4.12) **Measurement.** The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius). The student is expected to:
- (A) use a thermometer to measure temperature and changes in temperature; and
 - (B) use tools such as a clock with gears or a stopwatch to solve problems involving elapsed time.
- (4.13) **Probability and statistics.** The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:
- (A) use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation; and
 - (B) interpret bar graphs.
- (4.14) **Underlying processes and mathematical tools.** The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:
- (A) identify the mathematics in everyday situations;
 - (B) solve problems that incorporate understanding the problem, making a plan,

- carrying out the plan, and evaluating the solution for reasonableness;
- (C) select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and
 - (D) use tools such as real objects, manipulatives, and technology to solve problems.
- (4.15) **Underlying processes and mathematical tools.** The student communicates about Grade 4 mathematics using informal language. The student is expected to:
- (A) explain and record observations using objects, words, pictures, numbers, and technology; and
 - (B) relate informal language to mathematical language and symbols.
- (4.16) **Underlying processes and mathematical tools.** The student uses logical reasoning. The student is expected to:
- (A) make generalizations from patterns or sets of examples and nonexamples; and
 - (B) justify why an answer is reasonable and explain the solution process.

Source: The provisions of this §111.16 adopted to be effective September 1, 1998, 22 TexReg 7623; amended to be effective August 1, 2006, 30 TexReg 7471.

Grade 5.

- (5.1) **Number, operation, and quantitative reasoning.** The student uses place value to represent whole numbers and decimals. The student is expected to:
- (A) use place value to read, write, compare, and order whole numbers through the 999,999,999,999; and
 - (B) use place value to read, write, compare, and order decimals through the thousandths place.
- (5.2) **Number, operation, and quantitative reasoning.** The student uses fractions in problem-solving situations. The student is expected to:
- (A) generate a fraction equivalent to a given fraction such as $\frac{1}{2}$ and $\frac{3}{6}$ or $\frac{4}{12}$ and $\frac{1}{3}$;
 - (B) generate a mixed number equivalent to a given improper fraction or

- generate an improper fraction equivalent to a given mixed number;
- (C) compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators; and
 - (D) use models to relate decimals to fractions that name tenths, hundredths, and thousandths.
- (5.3) **Number, operation, and quantitative reasoning.** The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to:
- (A) use addition and subtraction to solve problems involving whole numbers and decimals;
 - (B) use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology);
 - (C) use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context;
 - (D) identify common factors of a set of whole numbers; and
 - (E) model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.
- (5.4) **Number, operation, and quantitative reasoning.** The student estimates to determine reasonable results. The student is expected to use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems.
- (5.5) **Patterns, relationships, and algebraic thinking.** The student makes generalizations based on observed patterns and relationships. The student is expected to:
- (A) describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams; and
 - (B) identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs.
- (5.6) **Patterns, relationships, and algebraic thinking.** The student describes relationships mathematically. The student is expected to select from and use diagrams and equations such as $y = 5 + 3$ to represent meaningful problem situations.

- (5.7) **Geometry and spatial reasoning.** The student generates geometric definitions using critical attributes. The student is expected to identify essential attributes including parallel, perpendicular, and congruent parts of two- and three-dimensional geometric figures.
- (5.8) **Geometry and spatial reasoning.** The student models transformations. The student is expected to:
- (A) sketch the results of translations, rotations, and reflections on a Quadrant I coordinate grid; and
 - (B) identify the transformation that generates one figure from the other when given two congruent figures on a Quadrant I coordinate grid.
- (5.9) **Geometry and spatial reasoning.** The student recognizes the connection between ordered pairs of numbers and locations of points on a plane. The student is expected to locate and name points on a coordinate grid using ordered pairs of whole numbers.
- (5.10) **Measurement.** The student applies measurement concepts involving length (including perimeter), area, capacity/ volume, and weight/ mass to solve problems. The student is expected to:
- (A) perform simple conversions within the same measurement system (SI (metric) or customary);
 - (B) connect models for perimeter, area, and volume with their respective formulas; and
 - (C) select and use appropriate units and formulas to measure length, perimeter, area, and volume.
- (5.11) **Measurement.** The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius). The student is expected to:
- (A) solve problems involving changes in temperature; and
 - (B) solve problems involving elapsed time.
- (5.12) **Probability and statistics.** The student describes and predicts the results of a probability experiment. The student is expected to:
- (A) use fractions to describe the results of an experiment;
 - (B) use experimental results to make predictions; and
 - (C) list all possible outcomes of a probability experiment such as tossing a coin.

- (5.13) **Probability and statistics.** The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:
- (A) use tables of related number pairs to make line graphs;
 - (B) describe characteristics of data presented in tables and graphs including median, mode, and range; and
 - (C) graph a given set of data using an appropriate graphical representation such as a picture or line graph.
- (5.14) **Underlying processes and mathematical tools.** The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:
- (A) identify the mathematics in everyday situations;
 - (B) solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;
 - (C) select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and
 - (D) use tools such as real objects, manipulatives, and technology to solve problems.
- (5.15) **Underlying processes and mathematical tools.** The student communicates about Grade 5 mathematics using informal language. The student is expected to:
- (A) explain and record observations using objects, words, pictures, numbers, and technology; and
 - (B) relate informal language to mathematical language and symbols.
- (5.16) **Underlying processes and mathematical tools.** The student uses logical reasoning. The student is expected to:
- (A) make generalizations from patterns or sets of examples and nonexamples; and
 - (B) justify why an answer is reasonable and explain the solution process.

Source: The provisions of this §111.17 adopted to be effective September 1, 1998, 22 TexReg 7623; amended to be effective August 1, 2006, 30 TexReg 7471.

Criteria for Evaluating Instructional Materials in History Social Science, Kindergarten Through Grade Eight

Category 1: History Social Science Content/Alignment with Standards

1. Instructional materials, as defined in *Education Code* Section 60010(h), provide instruction designed to ensure that students master all the *History Social Science Content Standards* for the intended grade level. Analysis skills of the pertinent grade span must be covered at each grade level.
2. Instructional materials reflect and incorporate the content of the *History Social Science Framework*.
3. Instructional materials shall use proper grammar and spelling (*Education Code* Section 60045).
4. Instructional materials present accurate, detailed content and a variety of perspectives.
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 photo-graphs, are incorporated into the narrative to present an accurate and vivid picture of the times.
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.
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.
 8. Throughout the instructional resources the importance of the variables of time and place, when and where, and 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.
 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.
 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.
 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.
 12. For grades six through eight, the breadth and depth of world history to be covered are described in the updated *History/Social Science Framework* in Appendix D, The World History Sequence at Grades Six, Seven, and Ten:

Content, Breadth/Depth, and Coverage Issues with Some Local Options. 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).

13. For kindergarten through grade three, instructional materials are distinguished by the inclusion of literature that brings alive people and events for children and teaches ethics, values, and civic responsibility. The literary selections are broadly representative of varied cultures, ethnic groups, men, women, and children and, where appropriate, provide meaningful connections to the other content standards: Englishlanguage arts, mathematics, science, and visual and performing arts.
14. Student writing assignments are aligned with the grade-level expectations in the *EnglishLanguage Arts Content Standards* (adopted by the State Board of Education in 1997) under the strands Writing and Written and Oral English Language Conventions.
15. Instructional materials use biography to portray the experiences of men, women, children, and youths. Where the standards call for examples (or use e.g.), materials shall go beyond the listed examples and include the roles and contributions of people from different demographic groups: American Indians, African Americans, Mexican Americans, Asian Americans, European Americans, and members of other ethnic and cultural groups (*Education Code* Section 60040).
16. Instructional materials, where appropriate, present the contributions of the entrepreneur and labor in the total development of California and the United States (*Education Code* sections 51009 and 60040).
17. Instructional materials, where appropriate and called for in the standards, include examples of religious and secular thinkers in history. All materials must be in accordance with the guidance provided in the updated *HistorySocial Science Framework*, Appendix C, Religion and the Teaching of

History/Social Science, and *Education Code* sections 51500, 51501, 51511, and 51513. The rites and practices of religions must be respected and must not be reenacted or simulated in any manner. When U.S. history is examined, religious matters, both belief and nonbelief, must be treated respectfully and be explained as protected by the U.S. Constitution.

18. Instructional materials, where appropriate, examine humanity's place in ecological systems and the necessity for the protection of the environment (*Education Code* Section 60041).
19. 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 (*Education Code* Section 51226.3[c]).
20. 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 (*Education Code* Section 60043).
21. Materials emphasize America's multiethnic 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 (*Education Code* sections 51226.5 and 60200.6).
22. 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 (*Education Code* sections 52720 and 60200.5).
23. Materials for studying the life and contributions of Cesar E. Chavez and the history of the farm labor movement and 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 (*Education Code* sections 51008 and 60200.6).

respectively).

24. Any gross inaccuracies or deliberate falsifications revealed during the review process will result in disqualification, and any found during the adoption cycle will be subject to removal of the program from the list of state-adopted textbooks. Gross inaccuracies and deliberate falsifications are defined as those requiring changes in content.
25. All authors listed in the instructional program are held responsible for the content. If requested, the authors must be willing to supply proof of authorship. Beyond the title and publishing companys name, the only name to appear on a cover and title page shall be the actual author or authors.

Category 2: Program Organization

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.
2. 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.
3. 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.
4. 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.
5. 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.

6. The relevant grade-level standards shall be explicitly stated in both the teacher and student editions. Topical headings reflect the framework and standards and clearly indicate the content that follows.
7. Each topic builds clearly on the preceding one(s) in a systematic manner.
8. Topics selected for in-depth study are enriched with a variety of materials and content-appropriate activities and reflect the frameworks course descriptions.
9. 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 historysocial science.
10. Materials explain how historysocial science instruction may be improved by the effective use of library media centers and information literacy skills.
11. The tables of contents, indexes, glossaries, content summaries, and assessment guides are designed to help teachers, parents/ guardians, and students.

Category 3: Assessment

1. Assessment tools measure what students know and are able to do, including their analysis skills, as defined by the standards.
2. 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.
3. Materials provide frequent assessments at strategic points of instruction by such means as pretests, unit tests, chapter tests, and summative tests.
4. Materials assess students progress toward meeting the instructional goals of historysocial science, most notably by expository writing. Student writing assessments are aligned with the grade-level requirements in the *EnglishLanguage Arts Content Standards* under the strands Writing and Written and Oral English Language Conventions.
5. 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.

6. Assessment tools include multiple-choice, short answer, essay, and oral presentation.
7. Assessment tools measure how students are able to use library media centers and information literacy skills when studying history/social science topics.

Category 4: Universal Access

1. Instructional materials shall provide access to the curriculum for all students. Therefore, the following design principles for perceptual alternatives shall be used:
 - To be consistent with federal copyright law, all text for students must be in digital format so that it can easily be transcribed, reproduced, modified, and distributed in braille, large print (only if the publisher does not offer such an edition), recordings, American Sign Language videos for the deaf, or other specialized accessible media exclusively for use by pupils with visual disabilities or other disabilities that prevent the use of standard materials.
 - Written captions and written descriptions must be in digital format for audio portions of visual instructional materials, such as video-tapes (for those students who are deaf or hearing impaired).
 - Educationally relevant descriptions must be provided for those images, graphic devices, or pictorial information essential to the teaching of key concepts. (When key information is presented solely in graphic or pictorial form, it limits access for students who are blind or who have low vision. Digital images with an oral description provide not only access for those students but also flexibility for instructional emphasis, clarity, and direction.)
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.
3. Materials for kindergarten through grade three focus on the content called for in the *History/Social Science Content Standards* and the *History/Social Science*

Framework while complementing the goals of the *EnglishLanguage Arts Content Standards* and the *Reading/Language Arts Framework for California Public Schools* (adopted in 1999).

4. Materials for grades four through eight provide suggestions to further instruction in historysocial science while assisting students whose reading and writing skills are below grade level.
5. Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall below the level prescribed in the Englishlanguage arts content standards and to assist in accelerating students skills to grade level. Those students whose skills are *significantly* below grade level in reading (two years or more) should be directed to intensive reading instruction.
6. Materials must address the needs of students who are at or above grade level. Although materials are adaptable to each students point of entry, such differentiated instruction is focused on the historysocial science content standards.
7. All suggestions and procedures for meeting the instructional needs of all students are ready to use with minimum modifications.
8. Materials provide suggestions for enriching the program or assignments for advanced learners by:
 - 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.
9. Materials provide suggestions to help teach English learners the *HistorySocial Science Content Standards* while reinforcing instruction based on the *EnglishLanguage Arts Content Standards* notably to read, write, comprehend, and speak at academically proficient levels.
10. Materials use the following design principles for considerate text:
 - . Adequate titles for each selection
 - . Introductory subheadings for chapter sections
 - . Introductory paragraphs
 - Concluding or summary paragraphs

- Complete paragraphs, including a clear topic sentence, relevant support, and transitional words and expressions (e.g., *furthermore*, *similarly*)
- Effective use of typographical aids, such as boldface print, italics.
- Relevant, standards-aligned visual aids connected to the print: illustrations, photographs, charts, graphs, maps.
- Manageable instead of overwhelming visual and print stimuli.
- Identification and highlighting of important terms.
- List of objectives or focus questions at the beginning of each selection.
- List of follow-up comprehension and application questions

Category 5: Instructional Planning and Support

1. Teacher support materials, including the required teacher edition, are built into the instructional materials and contain suggestions and illustrative examples of how teachers can implement the instructional program.
2. The teacher and student editions present ways for all students to learn the content and analysis skills called for in the standards.
3. Directions are explicit regarding how the analysis skills are to be taught and assessed in the context of the content standards.
4. Instructional materials provide a clear road map for teachers to follow when they are planning instruction.
5. Teacher and student editions have correlating page numbers.
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.
7. Publishers provide teachers with easily accessible and workable instructional examples and with practice opportunities for students as they develop their understanding of the content and analysis skills.
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.
9. The teachers edition describes what to teach, how to teach, and when to teach.
10. Terms from the standards are used appropriately and accurately in the

instructions.

11. All assessment tools, instructional tools, and informational technology resources include technical support and suggestions for appropriate use of technology.
12. Electronic learning resources, when included, support instruction and connect explicitly to the standards.
13. The teacher resource materials provide background information about important events, people, places, and ideas appearing in the standards and framework.
14. Instructional practices recommended in the materials are based on the content in the standards and on current and confirmed research.
15. Materials discuss and address common misconceptions held by students.
16. Homework extends and reinforces classroom instruction and provides additional practice of skills that have been taught.
17. Materials include suggestions on how to explain students progress toward attaining the standards.
18. Materials include suggestions for parents on how to support student achievement.
19. The format clearly distinguishes instructions for teachers from those for students.
20. Answer keys are provided for all workbooks and other related student activities.
21. Publishers provide charts of the time requirements and cost of staff development services available for preparing teachers to implement fully the program.
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.
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.

Criteria for Evaluating Instructional Materials in History-Social Science, Kindergarten Through Grade Eight

This document provides criteria for evaluating the alignment of instructional materials with the History-Social Science Standards for California Public Schools (2000) and the History-Social Science Framework for California Public Schools (2001 Updated Edition). The content standards were adopted by the California State Board of Education in October 1998. They describe what students should know and be able to do at each grade level. The updated framework was adopted by the State Board of Education in October 2000. It incorporates the standards and includes instructional guidelines. The framework, together with the standards, defines the essential skills and knowledge in history-social science that will enable all California students to enjoy a world-class education.

The instructional materials must provide guidance for the teacher to present the content standards and curriculum at each grade level and to teach students all the analysis skills required for the grade spans. Students should be able to demonstrate reasoning, reflection, and research skills. These skills are to be learned through, and applied to, the content standards and are to be assessed only in conjunction with the content standards. Special attention should also be paid to the appendixes in the framework, which address important overarching issues.

The 2005 the State Board of Education will adopt a new list of history-social science instructional materials for use in kindergarten through grade eight. This adoption and any follow-up adoption prior to 2011 will be guided by the criteria described below. To be adopted, materials must first meet in full Category 1, History-Social Science Content/ Alignment with Standards. Materials will be evaluated holistically in the other categories of Program Organization, Assessment, Universal Access, and Instructional Planning and Support. (These criteria may also

be used by publishers and local educational agencies as a guide for developing and selecting instructional materials for grades nine through twelve.) To assist the State Board in the evaluation of instructional materials, publishers will use a standards map template supplied by the California Department of Education to demonstrate a programs alignment with the standards.

The criteria are organized into five categories:

1. History-Social Science Content/ Alignment with Standards: The content as specified in the Education Code, the History-Social Science Content Standards and the History-Social Science Framework (2001 Updated Edition)
2. Program Organization: The sequence and organization of the history-social science program.
3. Assessment: The strategies presented in the instructional materials for measuring what students know and are able to do.
4. Universal Access: Instructional materials that are understandable to all student, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level.
5. Instructional Planning and Support: The instructional planning and support information and materials, typically including a separate edition specially designed for use by teachers in the implementing the History-Social Science Standards and History-Social Science Framework.

History-social science instructional materials must support teaching aligned with the standards and framework. Materials that are contrary to or inconsistent with the standards, framework, and criteria are not allowed. Extraneous materials should be minimal and clearly purposeful.

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

1. Instructional materials, as defined in Education Code Section 60010 (h), provide instruction designed to ensure that students master all the History-Social

- Science Content Standards for the intended grade level. Analysis skills of the pertinent grade-span must be covered at every grade level.
2. Instructional materials reflect and incorporate the content of the History-Social Science Framework.
 3. Instructional materials shall use proper grammar and spelling (Education Code Section 60045).
 4. Instructional materials present accurate, detailed content and a variety of perspectives.
 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 in order to present an accurate and vivid picture of the times.
 6. Materials include sufficient use of primary sources appropriate to the age level so that students understand from the words of the author(s) 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, with 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 the extraordinary people, in world and U.S. history.
 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.
 8. Throughout the instructional resources the importance of the variables of time and place, when and where, 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.

9. The history-social science curriculum is extensively 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.
10. Materials on religious subject matter remains 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.
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.
12. For grades six through eight, the breadth and depth of world history to be covered are described in the updated History-Social Science Framework in Appendix D: The World History Sequence at Grades Six, Seven, and Ten: Content, Breadth/Depth, and Coverage Issues with Some Local Options. In addition to the content called for at grade six, instructional materials shall include the grade seven 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).
13. For kindergarten through grade three, instructional materials are distinguished by the inclusion of literature that brings alive people and events for children and teaches ethics, values, and civic responsibility. The selections are broadly representative of varied cultures, ethnic groups, men, women, and children and,

where appropriate, provide meaningful connections to the other content standards: English-language arts, mathematics, science, and visual and performing arts.

14. Student writing assignments are aligned with the grade-level expectations in the English-Language Arts Content Standards (adopted by the State Board of Education in 1997) under the strands Writing and Written and Oral English Language Conventions.
15. Instructional materials use biography to portray the experiences of men and women, children and youths. Where the standards call for examples (or use e.g.), materials shall go beyond the listed examples and include the roles and contributions of people from different demographic groups: American Indians, African Americans, Mexican Americans, Asian Americans, European Americans, and members of other ethnic and cultural groups. (Education Code, Section 60040)
16. Instructional materials, where appropriate, present the contributions of the entrepreneur and labor in the total development of California and the United States. (Education Code sections 51009 and 60040).
17. Instructional materials, where appropriate and called for in the standards, include examples of religious and secular thinkers in history. All materials must be in accordance with the guidance provided in the updated History-Social Science Framework, Appendix C, Religion and the Teaching of History-Social Science and Education Code, sections 51500, 51501, 51511, and 51513. The rites and practices of religions must be respected and must not be reenacted or simulated in any manner. When U.S. history is examined, religious matters, both belief and nonbelief, must be treated respectfully and be explained as protected by the U.S. Constitution.
18. Instructional materials, where appropriate, examine humanity's place in ecological systems and the necessity of the protection of the environment (Education Code, Section 60041).
19. Instructional materials for grades five and eight shall include a discussion of the Great Irish Famine of 1845-50 and the effect of the famine on American history (Education Code, Section 51226.3[c]).
20. 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. (Education Code Section 60043)

21. Materials emphasize Americas multiethnic heritage and its contribution to this countrys development while explaining how American civic values provide students with a foundation for understanding their rights and responsibilities in this pluralistic society. (Education Code sections 51226.5 and 60200.6)
22. 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 presented in their historical context, including the effect of those addresses on people then and now. (Education Code sections 52720 and 60200.5)
23. Materials for studying the life and contributions of Cesar E. Chavez and the history of the farm labor movement and 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. (Education Code sections 51008 and 60200.6)
24. Any gross inaccuracies and/or deliberate falsifications revealed during the review process will result in disqualification, and any found during the adoption cycle will be subject to removal of the program from the list of state-adopted textbooks. Gross inaccuracies and/or deliberate falsifications are defined as those requiring changes in content.
25. All authors listed in the instructional program are held responsible for the content. If requested, the authors must be willing to supply proof of authorship. Beyond the title and publishing companys name, the only name to appear on a cover and title page shall be the actual author or authors.

Category 2: Program Organization

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.
2. 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.
3. A detailed, expository narrative approach providing for in-depth study is the predominant writing mode and focuses on people, their ideas, thoughts, actions, conflicts, struggles, and achievements.
4. 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.
5. The narrative unifies and interrelates the many facts, explanations, visual aids, maps, and literary selections included in the topic or unit. These components clearly contribute directly to students' deeper understanding and retention of the events.
6. The relevant grade-level standards shall be explicitly stated in both the teacher and student editions. Topical headings reflect the framework and standards and clearly indicate the content that follows.
7. Each topic builds clearly on the preceding one(s) in a systematic manner.
8. Topics selected for in depth study are enriched with a variety of materials and content-appropriate activities and reflect the framework's course descriptions.
9. Each unit presents strategies for universal access, including ways in which to improve vocabulary and reading and language skills of English learners in the context of history-social science.
10. Materials explain how history-social science instruction may be improved by effective use of library media centers and information literacy skills.
11. The tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/ guardians, and students.

Category 3: Assessment

1. Assessment tools measure what students know and are able to do, including their analysis skills, as defined by the standards.
2. Assessment tools that publishers include as part of their instructional materials should provide evidence of students progress towards 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.
3. Materials provide frequent assessments at strategic points of instruction by such means as pre-tests, unit tests, chapter tests, and summative tests.
4. Materials assess students progress towards meeting the instructional goals of history-social science, most notably by expository writing. Student writing assessments are aligned with the grade-level requirements in the English-Language Arts Content Standards under the strands of Writing and Written and Oral English Language Conventions.
5. Materials include analytical rubrics that are content-specific and provide explanation of the use of the rubrics by teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence.
6. Assessment tools include multiple-choice, short answer, essay and oral presentation.
7. Assessment tools measure how students are able to use library media centers and information literacy skills when studying history-social science topics.

Category 4: Universal Access

1. Instructional materials shall provide access to the curriculum for all students. Therefore, the following design principles for perceptual alternatives shall be used:
 - To be consistent with federal copyright law, all text for students must be in digital format so that it can easily be transcribed, reproduced, modified, and distributed in braille, large print (only if the publisher does not offer such an edition), recordings, American Sign Language videos for the deaf, or other specialized accessible media exclusively for use by pupils with visual disabilities

- or other disabilities that prevent use of standard materials.
- Written captions and written descriptions must be in digital format for audio portions of visual instructional materials, such as videotapes (for those students who are deaf or hearing impaired).
 - Educationally relevant descriptions must be provided for those images, graphic devices, or pictorial information essential to the teaching of key concepts. (When key information is presented solely in graphic or pictorial form, it limits access for students who are blind or who have low vision. Digital images with an oral description provide not only access for those students, but also flexibility for instructional emphasis, clarity, and direction.)
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.
 3. Materials for kindergarten through grade three focus on the content called for in the History-Social Science Content Standards and History-Social Science Framework while complementing the goals of the English/Language Arts Content Standards and the Reading/Language Arts Framework for California Public Schools (adopted in 1999).
 4. Materials for grades four through eight provide suggestions to further instruction in history-social science while assisting those students whose reading and writing skills are below grade level.
 5. Instructional materials are constructed to help meet the needs of students whose reading, writing, listening, and speaking fall below the level prescribed in the English-language arts content standards and to assist in accelerating students skills to grade level. Those students who are significantly below grade level in reading (two years or more) should be directed to intensive reading instruction.
 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.

7. All suggestions and procedures for meeting the instructional needs of all students are ready to use with minimum modifications.
8. Materials provide suggestions for enriching the program or assignments for advanced learners by:
 - 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
9. Materials provide suggestions to help teach English learners the History-Social Science Content Standards while reinforcing instruction based on the English-Language Content Standards notably to read, write, comprehend and speak at academically proficient levels.
10. Materials use the following design principles for "considerate text":
 - Adequate titles for each selection
 - Introductory subheadings for chapter sections
 - Introductory paragraphs
 - Concluding or summary paragraphs
 - Complete paragraphs including a clear topic sentence, relevant support, and transitional words and expressions (e.g., furthermore, similarly)
 - Effective use of typographical aids, such as boldface print, italics
 - Relevant, standards-aligned visual aids connected to the print: illustrations, photographs, charts, graphs, maps
 - Manageable instead of overwhelming visual and print stimuli
 - Identification and highlighting of important terms
 - List of objectives or focus questions at the beginning of each selection
 - List of follow-up comprehension and application questions

Criterion 5: Instructional Planning and Support

1. Teacher support materials, including the required teacher edition, are built into the instructional materials and contain suggestions and illustrative examples of

- how teachers can implement the instructional program.
2. The teacher edition and student editions present ways for all students to learn the content and analysis skills called for in the standards.
 3. Directions are explicit regarding how the analysis skills are to be taught and assessed in the context of the content standards.
 4. Instructional materials provide a clear road map for teachers to follow when planning instruction.
 5. Teacher and student editions have correlating page numbers.
 6. Instructional materials include a teacher-planning guide describing the relationships between the components of the program how to use all the components to meet all the standards.
 7. Publishers provide teachers with easily accessible and workable instructional examples and with practice opportunities for students as they develop their understanding of the content and analysis skills.
 8. Blackline masters are accessible in print and in digitized formats and are easily reproduced. Black areas shall be minimal in order to require less toner when printing or photocopying.
 9. The teacher's edition describes what to teach, how to teach and when to teach.
 10. Terms from the standards are used appropriately and accurately in the instructions.
 11. All assessment tools, instructional tools and informational technology resources include technical support and suggestions for appropriate use of technology.
 12. Electronic learning resources, when included, support instruction and connect explicitly to the standards.
 13. The teacher resource materials provide background information about important events, people, places and ideas appearing in the standards and framework.
 14. Instructional practices recommended in the materials are based on the content in the standards and on current and confirmed research.
 15. Materials discuss and address common misconceptions held by students.
 16. Homework extends and reinforces classroom instruction and provides additional practice of skills that have been taught.
 17. Materials include suggestions on how to explain students progress toward attaining the standards.

18. Materials include suggestions for parents on how to support student achievement.
19. The format clearly distinguishes instructions for teachers from those for students.
20. Answer keys are provided for all workbooks and other related student activities.
21. Publishers provide charts of the time requirements and cost of staff development services available for preparing teachers to implement fully the program.
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.
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.

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