

WEST CHESTER AREA SCHOOL DISTRICT

ADMINISTRATIVE GUIDELINE

APPROVED: August 1, 2015

REVISED: 7/19/2018, 12/18/2023,
2/24/2025

108AG2 -CORE INSTRUCTIONAL MATERIALS SELECTION AND TEXTBOOK ADOPTION FORM

Committee Members: Dr. Madison Weary, Dr. Beth Zigmont, Ms. Jackie Pavlo, Ms. Taryn Hines , Ms. Shannon Straub,	
Ms. Maryann Heckenberger, Ms. Nicole Brigone, Ms. Betsy Lane, Ms. Devon Patton, Ms. Jane Bryer, Dr. Des Seese,	
Ms. Kelly Brunner, Ms. Kellan Williamson, Ms. Amy Robinson, Ms. Maureen Isola, Ms. Kelsey Schmucker,	
Ms. Alyssa Peterson, Director Jewell Parkinson, Ms. Charu Mehta Baluni, Ms. Lyndi Benton, Ms. Lindsay Childs, Dr. Megan Redon	
Core Instructional Materials Considered: McGraw Hill - Impact; SAVVAS - My World; TCI - Social Studies Alive!; Studies Weekly;	
InquireEd; Nystrom - CORE Young Citizens program; Discovery Education - DE Social Studies	
Instructional Material(s) Being Recommended: Studies Weekly	
Title: K - My World: Near and Far: 1 - The World Around Me: Yesterday and Today: 2 - Connecting Communities: Expansive Horizons:	
Author: Studies Weekly Curriculum Team 3 - Pennsylvania: My State, My Nation, My World	
Publisher: Studies Weekly	Latest Revision: K-2: 2022; 3: 2024
List Price: \$9.95 per student (Print & Online Access)	Copyright Date: K-2: 2022; 3: 2024
Recommended for subject(s): Social Studies	Grade(s): K, 1, 2, 3
Recommended for students with high, average, low reading ability: Yes, this resource is differentiated for	
students of various reading levels.	
Results of Committee Voting:	
<input checked="" type="checkbox"/> Affirmative The committee recommends that the District submit this resource to the Board for approval.	
<input type="checkbox"/> Negative Comments:	
Comments: Ten committee members were present to vote. All respondents indicated that they support moving forward with Studies Weekly as the recommended K–3 Social Studies instructional resource for WCASD. The recommendation was grounded in: strong student engagement, developmental appropriateness, standards alignment, accessibility for diverse learners, ease of implementation, and overall sustainability within elementary instructional settings.	
<input type="checkbox"/> Negative Comments:	

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Below is the composite evaluation of the recommended materials by the CIM Selection and Adoption Committee. An explanation of the terms used follows the evaluation checklist.

CONTENT AND METHOD	EXC.	GOOD	FAIR	POOR	N/A
Theoretical foundation	7	3			
Research-based Content	7	3			
Standards-aligned	9	1			
Learning Objectives	9	1			
Lesson Implementation/Preparation (for educators)	9	1			
Tech integration	6	4			
Target Audience	9	1			
Reflection of Diversity	7	3			
Respect for Diversity	8	2			
Multiple Viewpoints	4	6			
Reading Level	8	2			
Organization	9	1			
Style of material	9	1			
Instructions	7	3			
Activities	7	3			
Levels of Rigor	6	4			
Cost of implementation	9	1			

CONTENT AND METHOD

1. Theoretical Foundation: The material is based on current education and behavioral change theory and research. The theoretical underpinnings contained within the resources are described.
2. Research-based Content: The resources provide content that is research-based, accurate, and current.
3. Standards-aligned: The resources provide clear connections to the appropriate state and national standards
4. Learning Objectives: Includes clear, measurable learning and behavioral objectives. Objectives are clearly linked to theoretical underpinnings.

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5. Lesson Implementation/Preparation (for educators): Includes all the materials and information needed for implementing the lesson, acquiring support materials, and preparing for the class (including guidelines for lessons).
6. Tech-integration: The program offers interactivity that highlights various technologies.
7. Target Audience: Identifies the intended audience and is tailored to this audience.
8. Reflection of Diversity: Reflects the diversity of the intended audience. Includes multilingual handouts and educational reinforcements when appropriate.
9. Respect for Diversity: Ideas and principles included in the materials respect all aspects of diversity.
10. Multiple Viewpoints: The materials present a balanced view of the topic, recognizing any aspects that are not yet clearly understood or open to debate.
11. Reading Level: All terminology is clear, correctly used and spelled throughout content. The materials are written at grade level which is appropriate for the intended audience.
12. Organization: Is logically and sequentially organized.
13. Style of material: Content displays evidence of understanding of principles of literacy and plain language (format, font, visuals, color, text construction, depth, detail, complexity).
14. Instructions: All instructions are easy to understand and follow.
15. Activities: Any activities used to reinforce the educational messages are practical to implement.
16. Levels of Rigor: The materials provide a means to offer students a varying level of rigor through differentiation.
17. Cost of implementation: Fiscally responsible pricing options exist.

(Any other points of special merit or omissions may be given on a separate and attached page.)

Reviewed by: _____ Date: _____ Approved: ____ Disapproved: ____ Return to _____
Committee

Superintendent

Teaching, Learning, & Equity Committee

Final Board Action: _____