

To: Johns Hopkins Institute for Education Policy

Date: July 26, 2021

Subject: *myWorld Interactive* Social Studies Knowledge Map™

At Savvas Learning Company, we believe that a social studies curriculum should provide students with numerous opportunities to read about, research, analyze, and discuss the events and issues that make up the study of the disciplinary concepts of history, geography, economics, and civics. Our curriculum is designed to give students those opportunities.

We are committed to presenting balanced, unbiased, and accurate content, and providing the teachers and students we serve with the highest-quality educational materials. Our programs are developed by dedicated teams of authors, academic consultants, teacher reviewers, and editors. Great care is taken to ensure that the programs instruct on the disciplinary concepts most commonly contained in the scope and sequence of standards for states across the country and offer coherence and consistency throughout the curriculum.

We agree with the findings of the researchers at the Johns Hopkins Institute for Education Policy that our *myWorld Interactive* programs are of high quality. Furthermore, we believe that skills instruction, grounded within the context of the content being taught, plays a critical role in a successful social studies curriculum. This interplay of skills and content is specifically called for in the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, Dimensions 3 and 4.

A robust social studies curriculum should be founded on disciplinary content and supported by skills instruction. We carefully weave skills-focused instruction throughout our programs so that students can learn, practice, and apply the skills they need to successfully evaluate sources, develop claims based on evidence, communicate and critique conclusions, and take informed action. If included, these skills lessons and associated assets, we believe, could have impacted some of the report's findings as they relate to the quality and coherence metrics, the analysis of "Open Classroom Climate" and the inclusion of "multiple perspectives." An analysis of our curriculum that does not include these skills is only a partial evaluation and does not fully represent the entire scope of our program.

We appreciate the work that the Institute is doing to analyze a few of the social studies programs being used to teach our nation's students. We share in the Institute's belief that all students deserve access to a high-quality, rigorous social studies curriculum, and encourage its researchers to expand their analysis to include programs by a wider range of curriculum developers.

Savvas strongly believes that a robust social studies education — one that is inclusive of multiple perspectives and provides students with opportunities to use their own voices to express their understanding — is critical to nurturing future generations of engaged, civic-minded citizens, the lifeblood of a thriving democracy.

Sincerely,



Luess Sampson-Lizotte
Vice President, Humanities Product Development