

PUBLISHER:			
SUBJECT:		SPECIFIC GRADE:	
COURSE:		TITLE	
COPYRIGHT:			
SE ISBN:		TE ISBN:	

2018 Instructional Materials Adoption procedure is subject to change based on pending legislation.

NON-NEGOTIABLE EVALUATION CRITERIA

**2019-2025
Group I – Social Studies
Grade 1**

Equity, Accessibility and Format			
Yes	No	CRITERIA	NOTES
		1. INTER-ETHNIC The instructional materials meet the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy 2445.41.	
		2. EQUAL OPPORTUNITY The instructional material meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures.	
		3. FORMAT This resource includes an interactive electronic/digital component for students.	
		4. BIAS The instructional material is free of political bias.	
		5. COMMON CORE The instructional materials do not reference Common Core academic standards. (WV Code §18-2E-1b-1)	

GENERAL EVALUATION CRITERIA

**2019-2025
Group I – Social Studies
Grade 1**

INSTRUCTIONAL MATERIALS ADOPTION: 21ST CENTURY LEARNING EVALUATION CRITERIA

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	In addition to alignment of College and Career Readiness Standards, materials must also clearly connect to Learning for the 21st Century which includes opportunities for students to develop:										
	A. College and Career Readiness Skills:										
	Thinking and Problem-Solving Skills										
	<i>Social Studies Content:</i>										
	1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes social science connections (e.g., the importance of geography in historical events, the importance of economics in geography, the importance of past history in civic decision making);										
	2. engages in complex historical analysis that promotes the development of mental perspectives, thoughtful well-framed questions and thoughtful judgment applicable to students’ own lives and future situations; and										

	3. promotes local and global connections past and present in real-world, authentic relationships that encourage the consideration of human choice and natural catastrophic events on historic outcomes.						
	<p style="text-align: center;">Information and Communication Skills/Social Studies</p> <p style="text-align: center;"><i>For student mastery of College and Career Readiness standards, the instructional materials will include multiple strategies that provide students with the opportunity to:</i></p>						
	4. locate existing social studies content information, especially primary source documents, to interpret meaning and then create original communication;						
	5. make informed choices; and						
	6. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.						
	<p style="text-align: center;">Personal and Workplace Productivity Skills</p> <p style="text-align: center;"><i>For student mastery of College and Career Readiness standards, the instructional materials will provide students with the opportunity to:</i></p>						
	7. conduct research, validate sources and report ethically on findings;						
	8. identify, evaluate and apply appropriate technology tools for a variety of purposes;						
	9. engage in self-directed inquiry						
	10. work collaboratively; and						
	11. practice time-management and project management skills in problem based learning situations.						
	B. Developmentally Appropriate Instructional Resources and Strategies						

<i>For student mastery of College and Career Readiness standards:</i>							
	12. Content is structured to ensure all students meet grade-specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness expectations and aligned to grade band text complexity.						
	13. Instructional resource includes suggestions for appropriate scaffolding, emphasizes the importance of vocabulary acquisition, provides opportunities to engage in high interest, age-appropriate activities that mirror real-life situations, and make cross-curricular, global connections.						
	14. Instructional material provides opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding of the connections of world historical events, geographic regions, economies and geo-politics.						
	15. Students are provided with opportunities to use maps, graphs, globes, media, and technology sources to acquire and apply new information (e.g., global information systems).						
	16. Instructional material offers opportunities for students to sequence time, events, social, economic and political influences on a society in chronological order.						
	17. Instructional material provides opportunities for students to investigate issues that are interconnected (e.g., community, environment, colonialism, poverty, human rights, energy, safety, immigration, conflict) to solve complex problems that can change at varied entry points suggesting the possibility of multiple solutions. .						
	18. Instructional resources include guiding questions and essential questions to aid students develop social awareness and a deeper understanding of civic, economic, geographic and historic principles.						
	19. Resources for intervention and enrichment to allow for personalized learning are provided.						
	20. Materials provide an electronic resource for students to access for updates of global information in real time. (e.g., current events)						

	<p>C. Life Skills <i>For student mastery of College and Career Readiness standards, the instructional materials will provide students with the opportunity to:</i></p>						
	21. develop a deeper understanding of Civic Literacy (civic engagement, e.g., volunteerism, voting, running for office, influencing and monitoring policy) and to develop civic dispositions.						
	22. practice Financial Literacy skills, (personal finance, entrepreneurship, business finance, and local, national and global economics).						
	23. develop Global Awareness (global competency in research, communication, presentation, action).						
	<p>D. Assessment</p>						
	24. To ensure a balanced assessment, the instructional material will provide tools for a balanced approach to assessment including both formative and summative assessments in multiple formats and aligned to grade band complexity (e.g., rubrics, document based questions (DBQs), performance-based measures, open-ended questioning, portfolio evaluation, and multimedia simulations) that not only guide instruction but also identify student mastery of content.						
	<p>E. Organization, Presentation and Format</p>						
	25. Information is organized logically and presented clearly using multiple methods and modes for delivering instruction that motivate and increase literacy as students engage in high interest, authentic activities.						
	26. The use of media enhances instruction and learning.						

	27. The instructional resource includes a digital file of the student and teacher edition, accessible via the internet or an electronic storage device (e.g. USB drive, CD, DVD, etc.).							
--	---	--	--	--	--	--	--	--

SPECIFIC EVALUATION CRITERIA

**2019-2025
Group I – Social Studies
Grade 1**

First Grade Social Studies will allow students opportunity to further explore their growing definition of citizenship. Identifying and applying the concept of civic responsibility to a real-world problem will afford students the opportunity to practice collaboration, tolerance and patriotism. Simulations of the exchange of goods and services will develop an understanding of the occupations and basic resources of their community. Furthering the identification of their place in the world, students will explore maps, globes and physical models of West Virginia and the nation. Utilizing authentic sources, they will examine the evolution of families and communities over time. The West Virginia College and Career Readiness Standards include the College and Career Readiness Standards, the West Virginia College and Career Readiness Dispositions and Standards for Student Success for grades k-12, and the West Virginia College and Career Readiness Standards for Technology and Computer Science. All West Virginia teachers are responsible for classroom instruction that integrates Student Success, Technology and Computer Science and College and Career Readiness Standards.

Civics Standard

Civics addresses both citizenship and political systems. Citizenship education prepares students to be informed, active and effective citizens who accept their responsibilities, understand their privileges and rights and participate actively in society and government. To be successful participants in society, students must understand how to build social capital (a network of social relationships) that encourages reciprocity and trust, two characteristics of civic virtue and good citizenship. Students must be able to research issues, form reasoned opinions, support their positions and engage in the political process. Students exercise tolerance and empathy, respect the rights of others, and share a concern for the common good while acting responsibly with the interests of the larger community in mind. Students must learn and practice intellectual and participatory skills essential for an involved citizenry. To develop these skills, the curriculum must extend beyond the school to include experiences in the workplace and service in the community. While studying political systems, students develop global awareness and study the foundations of various world governments and the strategies they employ to achieve their goals. With respect to the United States, students learn the underlying principles of representative democracy, the constitutional separation of powers and the rule of law. The students learn the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States. Students recognize the need for authority, government and the rights and responsibilities of citizens.

Economics Standard

Economics analyzes the production, allocation, distribution and use of resources. The economic principles include an understanding of scarcity and choice,

productivity, markets and prices, supply and demand, competition, role of government, international trade factors and consumer decisions in a global economy. Understanding economic principles, whole economies and the interactions between different types of economies helps students comprehend the exchange of information, capital and products across the globe. Learners investigate economic principles and their application to historical situations. Learners will work cooperatively and individually to analyze how basic economic principles affect their daily lives. Students become financially responsible by examining the consequences of and practicing personal financial decision-making.

Geography Standard

Geography encompasses physical and human systems and the interactions between them on local and global scales. People interact with the natural world in culturally distinct ways to produce unique places, which change over time. New technologies and perspectives of geography provide students with an understanding of the world, and the ability to evaluate information in spatial terms. The geography standard stresses the world in which we live and the role of the U.S. in the global community. Students use geographic perspectives and technology to interpret culture, environment and the connection between them. Students collaborate with one another and work individually using geographic skills and tools to ask geographic questions based on the five themes of geography (location, place, human-environmental interaction, movement and regions), acquire the necessary information, organize and analyze the information and respond to those geographic questions. Students examine the varying ways in which people interact with their environments and appreciate the diversity and similarities of cultures and places created by those interactions.

Literacy Standard

The Literacy Standards for History/Social Studies lay out a vision of what it means to be literate in social studies. The skills and understanding students are expected to demonstrate in both reading and writing have a wide applicability outside the classroom or workplace. Reading requires an appreciation of the norms and conventions of social studies, such as the kinds of evidence used in history; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts in social studies. In writing students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting finding from their research and analysis of sources in a clear and cogent manner. Students who meet these standards demonstrate the reasoning and use of evidence that is essential to both private and responsible citizenship in a democratic society.

History Standard

History organizes events and phenomena in terms of when they occurred and examines where, how and why they took place. Students study how individuals and societies have changed and interacted over time. They organize events through chronologies and evaluate cause-and-effect relationships among them. Students analyze how individuals, groups and nations have shaped cultural heritages. They gather historical data, examine, analyze and interpret this data, and present their results in a clear, critical manner. Students study origins and evolutions of culture hearths, settlements, civilizations, states, nations, nation-states, governments and economic developments. Through history, students understand the identity and origins of their families, communities, state and nation. Through history, students recognize the influence of world events on the development of the United States and they evaluate the influence of the United States on the world. Understanding the past helps students prepare for today and the events of the future.

For student mastery of College and Career Readiness Standards, the instructional materials will provide students with the opportunity to

(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF	IMR Committee Responses
--	--------------------------------

CONTENT WITHIN PRODUCT	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	A. Civics										
	1. model patriotism, cooperation, tolerance and respect for others within school and community.										
	2. create scenarios and role play reflecting the use of rules and laws, their consequences and their value within school and community.										
	3. investigate the symbols, icons and traditions of the United States that provide a sense of community across time (e.g., Labor Day, Veterans Day, Memorial Day, Pledge of Allegiance, patriotic songs, landmarks, art and literature that demonstrates community traditions, etc.).										
	4. apply the process of how leaders are selected and analyze how they influence decisions made in the school and community.										
	5. collaborate to identify a community need, propose a variety of solutions and investigate how individuals could participate to solve the problem.										
	B. Economics										
	6. compare and contrast occupations within the community.										
	7. distinguish between personal needs and wants and the consequences of personal choices.										
	8. demonstrate the exchange of goods and services.										
	9. explain how individuals and families earn, spend and save money.										
	C. Geography										
	10. reflect an understanding of cardinal directions, map symbols in a legend, geographic landforms (e.g., mountains, lakes, rivers), and location by interpreting simple maps.										

	11. describe how climate and location affect the way people live, work and play.						
	12. give examples of natural resources and their uses.						
	13. sequence the seasons of the year, months and days of the week.						
	14. utilize appropriate global information systems including maps, globes and geographic technology.						
	15. locate and identify the following using a globe and world map: <ul style="list-style-type: none"> • West Virginia • United States • geographic features (e.g., mountains, bodies of water, etc.) • 						
	D. History						
	16. utilizing primary source documents and oral accounts investigate ways communities change throughout history.						
	17. examine cultural contributions of families through the use of literature, primary source documents and oral accounts.						
	18. explore the history of the community and give examples of locally significant sites and people.						
	19. illustrate personal history by creating a timeline.						
	E. WV History						
	20. recognize and recite the state motto.						
	21. investigate the common occupations of people in West Virginia.						
	22. locate students' hometown and county on a West Virginia map.						
	23. describe the cultural life of West Virginia as reflected in games, toys and various art forms.						