

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 3**

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 3

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.						
	<p>B. Developmentally Appropriate Instructional Resources and Strategies</p> <p><i>For student mastery of College and Career Readiness standards:</i></p>						
	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 text 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 3

Third Grade Social Studies presents a study of the broader community and introduces the state, nation and world. There is an emphasis on geography, mapping skills and interpreting charts and graphs. Students explain changes due to technology, human interaction with the environment and the movement of people in context of Native American settlement and world exploration. Students practice citizenship and democratic values in the community and study the necessity of government and various levels of government in both West Virginia and the nation. Students will conduct research, formulate responses and present their findings on these topics. The basic economic concepts of scarcity, supply and demand, marketing and budgeting within the context of the community will be introduced. 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

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	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	A. Civics										
	1. identify and explain the following commonly held American democratic values, principles and beliefs: <ul style="list-style-type: none"> • diversity • rule of law • family values • community service • justice • liberty 										
	2. determine the need for government and compare and contrast the following forms: tribal, monarchy, and democracy.										
	3. investigate significant cultural contributions of various groups creating our multicultural society.										
	4. examine historical conflicts and their resolutions (e.g., The Boston Tea Party, conflict between Native Americans and explorers).										
	5. examine how rights and responsibilities of citizens are reflected in patriotic symbols, songs and holidays of the United States (e.g., the meaning of our flag's colors, the Pledge of Allegiance and the meaning of the words, the National Anthem, Veteran's Day and Memorial Day).										
	6. participate in a local service project and discover the importance of working together and how participation leads to improvement in the lives of individuals, as well as communities.										
	B. Economics										
	7. study bank services including checking accounts, savings accounts and borrowing and create a mock budget.										

	8. construct and interpret graphs that illustrate the basic concept of the exchange of goods and services as related to supply and demand and the impact of scarcity of resources.						
	9. sequence the path of a product from the raw material to the final product.						
	10. use charts, maps and other data sources to correlate occupations with the economy and the available resources of a region (e.g., West Virginia has coal mining; Pennsylvania has steel mills; etc.).						
	11. Explore West Virginia's SMART 529 program and other college savings plans.						
	C. Geography						
	12. use geographic information systems to compare and contrast various types of maps (e.g., climate, resource, physical, political, road, etc.).						
	13. distinguish between a continent, country, state and capital.						
	14. label maps to demonstrate knowledge of map skills (e.g., label cardinal directions, intermediate directions, borders, continents, oceans, equator, Tropic of Cancer, Tropic of Capricorn, North Pole, South Pole and Prime Meridian).						
	15. using a grid system, locate specific points on a map and explain the use of lines of latitude and longitude.						
	16. explain the reason time zones were developed, identify the four time zones of North America and calculate the variance in time from one zone to another.						
	17. use a map scale to determine the distance between two given points.						
	18. recognize, define and illustrate world geographic features (e.g., peninsulas, islands, mountains, canyons, plateaus, mesas, harbors, gulfs, rivers, deserts, forests, valleys and plains).						
	19. compare and contrast regions of the United States in regard to plant and animal life, landforms, climate and human interactions with the environment.						
	20. create a legend to identify the path of major explorers and chart those journeys on a world map (e.g., Marco Polo, Christopher Columbus, John Cabot, Hernando Cortes and Sir Walter Raleigh).						
	D. History						
	21. Examine the settlement of North America by Native Americans.						

	<ul style="list-style-type: none"> • Illustrate the spread of the Native American population into the various regions of North America. • Determine settlement patterns based on natural resources. • Explain how Native American groups adapted to geographic factors of a given region. • Compare and contrast the cultures of the different Native American groups (e.g., source of food, clothing, shelter and products used). • Make historical inferences by analyzing artifacts and illustrations. • Analyze the Native American interactions with others (e.g., other Native American groups, explorers and settlers). 						
	<p>22. Determine the causes and effects of European exploration.</p> <ul style="list-style-type: none"> • Chronologically organize major explorers and determine the reasons for their journeys (e.g., Marco Polo, Amerigo Vespucci, Christopher Columbus, John Cabot, Hernando Cortes, Balboa, Ponce de Leon, Sir Walter Raleigh, etc.). • Investigate the motives for exploration by the various European nations (e.g., England, Spain, France, Portugal, etc.). • Determine the information the explorers gained from their journeys. • Explain the impact of the explorers' travels on Native Americans and the world. 						
	E. WV History						
	23. Locate counties, county seats and bordering states on a West Virginia map.						
	24. Identify the four physical geographic regions of West Virginia, the major communities and the natural resources found within each region.						
	25. Investigate the nine tourist regions of West Virginia.						