

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
CCR Geography

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
Geography

INSTRUCTIONAL MATERIALS ADOPTION: COLLEGE- AND CAREER-READINESS 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 with the College- and Career-Readiness Standards (CCRSs), materials must also clearly connect to the Student Success Standards which include opportunities for students to develop:										
	A. Developing personal and educational 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 that geography, economics and civics play within historical and current events, understanding the importance of sociological and psychological connections to society, the importance of historical and current events in civic decision making);										
	2. engages in complex thinking and analysis in the social sciences which promotes the development of multiple perspectives, thoughtful										

	well-framed questions and thoughtful judgment applicable to students' own lives and future situations; and							
	3. Promotes local, regional, state, national, and global connections, both past and present; while also promoting real-world, authentic relationships which consider human choice and natural catastrophic events on historic outcomes.							
	<p align="center">Information and Communication Skills/Social Studies</p> <p align="center"><i>For student proficiency in content standards, the instructional materials will include multiple strategies that provide students with the opportunity to:</i></p>							
	4. locate existing social studies content information, specifically primary source documents and scholarly journal articles for interpretation, analysis, and the creation of original student products appropriate for all audiences;							
	5. make informed, educated choices based on multiple perspectives, and							
	6. interact with outside resources through opportunities for local, regional, state, national, and global collaboration in a variety of curated and/or vetted resources.							
	<p align="center">Personal and Workplace Productivity Skills</p> <p align="center"><i>For student proficiency in content 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 and/or independent inquiry							
	10. Provide a variety of structures for working collaboratively; and							

	11. practice time-management and project management skills for problem based learning and group projects.						
	B. Developmentally Appropriate Instructional Resources and Strategies						
	<i>For student proficiency in content 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.						
	13. Instructional resource includes suggestions for appropriate scaffolding, emphasizes the importance of vocabulary acquisition and application, 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 to the social sciences.						
	15. Students are provided with opportunities to analyze and infer relationships with maps, tables, charts, graphs, globes, media, and technology sources to acquire and apply new information (e.g., global information systems).						
	16. Instructional materials offers opportunities for students to sequence economic, societal, cultural, and political influences, movements, and events in chronological order. (eg. cultural movements such as the counter-culture movement, a societal movement over time such as the women's suffrage movement, or tracing the history of free-market capitalism, or the events of American Revolution)						
	17. Instructional materials provides opportunities for students to investigate issues that are interconnected thematically or chronologically (e.g., colonialism, poverty, human rights, environment, energy, safety, immigration, conflict) to solve complex problems suggesting the possibility of multiple solutions.						

	18. Instructional resources include guiding questions and essential questions to aid students' development of social awareness and a deeper understanding of the social sciences.						
	19. Provide resources for intervention, enrichment, and to allow for personalized learning.						
	20. Materials provide a real-time electronic resource which students can access for updates on regional, state, national and global information.						
	<p>C. Career Development/Life Planning/Global Citizenship <i>For student proficiency in content standards, the instructional materials will provide students with the opportunity to:</i></p>						
	21. Develop Career Awareness						
	22. Explore Career and Life Plans						
	23. Acquire a Diverse and Knowledgeable World View.						
	24. Promote Social Justice						
	25. Promote Responsible Leadership						
	26. Promote Financial Responsibility						
	<p>D. Assessment</p>						
	27. 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 (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.						
	E. Organization, Presentation and Format						
	28. 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.						
	29. The use of media enhances instruction and learning.						
	30. 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 Geography

The following four areas of social studies form the majority of the high school courses that are not content specific (e.g. geography and economics):

Civics

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. 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

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

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 standards stress 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). They 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.

History

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.

College- and Career-Readiness Indicators for Social Studies

The grades K-12 standards on the following pages define what students should know, understand, and be able to do by the end of each grade band. They correspond to the College- and Career-Readiness Indicators for Social Studies by grade band (K-2, 3-5, 6-8, and 9-12). The College- and Career-Readiness Indicators and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Integration of Literacy in Social Studies

Literacy strategies and skills are applied as students acquire information and communicate their learning and understanding of social studies. Integration of literacy in social studies is critical for student success. It is essential that literacy strategy and skill instruction be purposefully and appropriately planned and embedded

within social studies instruction.

Geography

The power and beauty of geography allows all students to see, understand and appreciate the web of relationships between people, places and environments. Geography provides knowledge of Earth’s physical and human systems and of the interdependency of living things and physical environments. This geography course is based on the six essential elements and five themes of geography stressing the contemporary world and the role of the U.S. in the global community. Students will use geographic perspectives and technology to interpret culture, environment and the connection between them. Students will use the geographic skills of asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information and answering geographic questions.

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	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	Geography										
	1. Interpret, use and construct maps, globes and other geographic tools to locate and derive information about personal directions, people, places and environments (The World in Spatial Terms).										
	2. Describe the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions).										
	3. Describe and explain the physical processes that shape the earth’s surface and create, sustain and modify the cultural and natural environment (Physical Systems).										
	4. Identify, explain and analyze how the earth is shaped by the movement of people and their activities (Human Systems).										
	5. Analyze the interaction of society with the environment (Environment and Society).										
	6. Explain geographic perspective and the tools and techniques available for geographic study (Uses of Geography).										
	7. Analyze the world and account for consequences of human/environment interactions depicting the geographic implications of world events (e.g. catastrophic environmental and climatic events, wars and conflicts, ethnic cleansing and genocide).										

	8. Explain components of the Earth's physical systems and their interrelationships (e.g. landforms, bodies of water, atmosphere and geologic factors).							
	9. Identify factors that contribute to human and physical changes in places and regions.							
	10. Identify and define the world's physical and cultural regions, including political and historical characteristics, and their interdependence in regard to trade, services, migration and cultural values.							
	11. Analyze populations with regard to life expectancy, infant mortality rates, population pyramids, migration, birth and death rates.							
	12. Evaluate the impact of migration on physical and human systems (e.g., demand for housing, schools, water supply, sewer systems, welfare systems, political systems and food production).							
	13. Analyze growth, decline, and development of cities over time.							
	14. Compare and contrast the impact of competition for limited resources on an interdependent global economy (e.g. distribution, sustainability, conflict and resolution).							
	15. Examine global social and political factors and their implications (e.g., climate change, endangered species, terrorism, air pollution, habitat destruction, floods and universal human rights).							
	16. Analyze ethnicity, nationalism and religion on regional cultures in a global society (e.g. major world religions, various ethnic groups and rigidity of societal norms).							
	17. Analyze the influence of geographical features on the evolution of significant historic events and movements.							
	18. Analyze the impact of technology or its lack on environments and societies over time.							
	19. Analyze connections between physical geography and isolation from the world community which result in cultural and political instability (e.g., Afghanistan, rural areas throughout the world, drought stricken areas of Africa, North Korea, China and Iran).							
	20. Identify causes and draw conclusions about landless cultures (e.g., Kurds, Basques, and Palestinians).							
	21. Compare and contrast standards of living in poverty-stricken areas with advanced societies (e.g. basic needs, education, economic opportunities and technological advances).							
	22. Utilize various geographic information systems to gain insight into people and their place in the world.							
	Application							

	<p>23. Career options:</p> <ul style="list-style-type: none"> • Identify careers in geography. • Identify resources to help select geography programs for further study. 						
	<p>24. Educational requirements:</p> <ul style="list-style-type: none"> • Identify degree requirements for geographers and geography-related careers. • Identify resources to help select psychology programs for further study. 						
	<p>25. Vocational applications of geography:</p> <ul style="list-style-type: none"> • Discuss ways in which geography addresses domestic and global issues. • Identify careers in geography that have evolved as a result of domestic and global issues. 						