

PUBLISHER:			
SUBJECT:		SPECIFIC GRADE:	
COURSE:		TITLE	
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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 6th Grade

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 6

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 style="text-align: center;">Information and Communication Skills/Social Studies</p> <p style="text-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 style="text-align: center;">Personal and Workplace Productivity Skills</p> <p style="text-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 Grade 6

The following four areas of social studies form all the courses in grades K-8 and 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.

Sixth Grade Standards

Sixth Grade Social Studies expands the role of citizenship and patriotism. Students learn about the roles and functions governments play in world events and organizations that help resolve conflicts. Students will use both current and historical maps to explain the effects of major events on political boundaries around the world. Students will learn how the economy is affected by trade and trade organizations, technology, and renewable and nonrenewable resources as well as world conflicts. The causes and responses to world conflicts from World War I to present day will be evaluated.

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	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	A. Civics										
	1. Apply the process of how a bill becomes a law to follow a current legislative bill.										
	2. Compare and contrast different forms of government worldwide and their influence on historic world events: <ul style="list-style-type: none"> • The Great Depression • World War I • World War II • 9/11 										
	3. Identify the structure of the United States Congress and the constitutional requirements of congressional membership.										
	4. Identify current key figures in United States government: <ul style="list-style-type: none"> • President • Vice President • Speaker of the House 										

	<ul style="list-style-type: none"> Secretary of State Current members of Congress from West Virginia 						
	5. Examine and analyze various acts of patriotism and civil discourse in response to events throughout United States history (e.g., support of American military during wartime, Vietnam protests, Civil Rights, respect for the flag and response of Americans to 9/11).						
	6. Identify global relief and development organizations and examine how they provide global aid and support (e.g., Red Cross, UNICEF, Doctors without Borders, Engineers without Borders and World Health Organization).						
	7. Research and organize information about an issue of global concern from multiple points of view (e.g., ecology, natural resources, and human rights).						
	B. Economics						
	8. Compare and contrast the basic characteristics of communism, socialism and capitalism.						
	9. Identify examples of renewable and non-renewable resources and analyze the factors that affect these resources on the individual, local and national economies (e.g., hurricanes, floods, etc.).						
	10. Define NAFTA and summarize its effects on the United States economy.						
	11. Compare and contrast government economic policy beginning with the Reagan era through present day.						
	12. Classify and evaluate the different types of world trade organizations (e.g., trade, military and health).						
	13. Assess the economic impact of technology on world regions throughout history.						
	C. Geography						
	14. Identify geographic features that have influenced the safety of the United States and isolated it from conflicts abroad.						
	15. Compare and contrast historical maps and identify the changes in political boundaries as a result of conflicts.						

	16. Examine population data from the U.S. Census Bureau and infer the reasons for changes and differences in various areas (e.g., difference between rural and urban areas).						
	17. Determine the time of specific world locations using a world time zone map.						
	18. Locate the major waterways of North America, South America, Europe and the Middle East and examine their impact on transportation and trade (e.g., discuss how the opening of the Erie Canal contributed to the rise of cities in New York).						
	D. History						
	19. Demonstrate an understanding of the causes, key events and outcomes of World War I. <ul style="list-style-type: none"> • Explain the key events that led to the outbreak of World War I, including the rise of nationalism, imperialism and militarism. • Chart the sequence of events that led to the United States' entry into World War I. • Analyze the role of propaganda in influencing the United States to enter World War I. • Explain the outcomes and effects of World War I including the conditions and failures of the League of Nations and the Treaty of Versailles. 						
	20. Explain the global causes and effects of the Great Depression. <ul style="list-style-type: none"> • Identify the economic conditions around the world that existed following World War I. • Examine and categorize causes of the Great Depression worldwide. • Analyze the political response to the economic and social conditions of the Great Depression in the United States and Germany. 						
	21. Demonstrate an understanding of the causes, key events and outcomes of World War II. <ul style="list-style-type: none"> • Summarize the rise of totalitarian governments in Germany, Italy, Japan and the Soviet Union. • Examine the political and economic transformation of Western and Eastern Europe after World War II, identifying the significance of the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization (NATO), the United Nations, the Warsaw Pact and the 						

	<p>European Economic Community.</p> <ul style="list-style-type: none"> Analyze the role of appeasement and isolationism as an attempt to avoid war. Analyze the role of strong leadership during the war and critique their responses to the conflict. Investigate the role of the United States in World War II. Cite evidence of the human rights violations during times of war. Illustrate the US civilian response on the home-front to the war (e.g., "Rosie the Riveters," victory gardens, rationing, etc.). 							
	<p>22. Demonstrate an understanding of global developments following World War II including the impact of the Cold War on the world.</p> <ul style="list-style-type: none"> Cite evidence of the United States' and Soviet Union's dominance as superpowers following World War II. Outline the US policy of containment and the social effects of this policy. Summarize the events of the Cold War (e.g., Korean conflict, Vietnam, Cuban Missile Crisis and Space Race). Describe the Soviet Union's domination of Eastern Europe, the rise of the Communist party in China and the building of the Berlin Wall. Analyze the role of strong leadership in ending the Cold War. Debate the pros and cons of the impact of nuclear power and analyze how it might relate to the issue of atomic weapons. 							
	<p>23. Identify the key figures, events and philosophies of the US Civil Rights Movement.</p> <ul style="list-style-type: none"> Trace the development of Civil Rights for minority groups in the United States (e.g., women and African Americans). Identify key figures and key events in movements for civil rights. 							
	<p>24. Demonstrate an understanding of the causes and effects of the world conflicts in the late 20th and early 21st centuries.</p> <ul style="list-style-type: none"> Analyze the role of natural resources in Middle Eastern conflicts. Describe the role of geo-politics in historic events. Identify the key figures in Middle Eastern conflicts and investigate the US reaction to these events (e.g., Saddam Hussein, Osama bin Laden, terrorism, 9/11, wars in Iraq and Afghanistan). 							