

<b>PUBLISHER:</b>			
<b>SUBJECT:</b>		<b>SPECIFIC GRADE:</b>	
<b>COURSE:</b>		<b>TITLE</b>	
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*2018 Instructional Materials Adoption procedure is subject to change based on pending legislation.*

### NON-NEGOTIABLE EVALUATION CRITERIA

**2019-2025**  
**Group I – Social Studies**  
**CCR 7th Grade**

<b>Equity, Accessibility and Format</b>			
Yes	No	CRITERIA	NOTES
		<b>1. INTER-ETHNIC</b> The instructional materials meet the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy 2445.41.	
		<b>2. EQUAL OPPORTUNITY</b> 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.	
		<b>3. FORMAT</b> This resource includes an interactive electronic/digital component for students.	
		<b>4. BIAS</b> The instructional material is free of political bias.	
		<b>5. COMMON CORE</b> 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 7**

**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
	<b>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:</b>										
	<b>A. Developing personal and educational skills</b>										
	<b>Thinking and Problem-Solving Skills</b>										
	<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"><b>Information and Communication Skills/Social Studies</b></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"><b>Personal and Workplace Productivity Skills</b></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**

*For student proficiency in content standards:*

	<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.</p>						
	<p>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.</p>						
	<p>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.</p>						
	<p>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).</p>						
	<p>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)</p>						
	<p>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.</p>						
	<p>18. Instructional resources include guiding questions and essential questions to aid students' development of social awareness and a deeper understanding of the social sciences.</p>						
	<p>19. Provide resources for intervention, enrichment, and to allow for personalized learning.</p>						

	20. Materials provide a real-time electronic resource which students can access for updates on regional, state, national and global information.						
	<b>C. Career Development/Life Planning/Global Citizenship</b> <i>For student proficiency in content standards, the instructional materials will provide students with the opportunity to:</i>						
	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						
	<b>D. Assessment</b>						
	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.						
	<b>E. Organization, Presentation and Format</b>						

	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 7

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.

### **Seventh Grade Standards**

Seventh Grade Social Studies focuses on the impact of the human/ environmental interaction in ancient civilizations, the rise of the European nations, and the Age of Imperialism. Students will learn about geographic regions through geography skills development. Economic knowledge will build to include the growth of mercantilism and the rise of the middle class. Students will classify and compare various forms of government and the relationship of nationalism and patriotism to those governments.

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	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	<b>A. Civics</b>										
	1. Classify and compare various forms of government through the Age of Imperialism (e.g., democracy, republic, absolute monarchy, constitutional monarchy, oligarchy, dictatorship, theocracy and parliamentary system).										
	2. Recognize and examine patriotism and nationalism.										
	3. Compare and contrast the roles, rights and responsibilities of free men, women, children, slaves and foreigners across time in various civilizations. (e.g., ancient civilizations, medieval times, and nation states).										
	4. Examine current world events to evaluate how the global landscape has changed over time.										
	<b>B. Economics</b>										
	5. Summarize and give examples of basic economic terms (e.g., barter, supply, demand, trade, interdependence, currency and scarcity).										
	6. Differentiate between goods and services.										
	7. Compare the incentives of various countries to explore and settle new lands.										
	8. Trace how the emergence of traditional economies led to the development of mercantilism and the rise of the middle class.										
	9. Examine and draw conclusions about how the effects of natural and human events influence an economy (e.g., environmental disasters, diseases and war).										
	10. Research and investigate how natural resources impact the economy.										
	<b>C. Geography</b>										



	11. Use correct geographic terminology (e.g., absolute and relative location, latitude, longitude, equator, prime meridian, time zones and physical features of the earth) to draw conclusions about information on a variety of maps, graphs and charts.						
	12. Identify, locate, and draw conclusions about information on a variety of maps (e.g., seven continents, bodies of water, countries, cities, climate regions, transportation routes and natural resources).						
	13. Analyze the impact of cultural diffusion on a variety of regions.						
	14. Examine and summarize the effects of human/environmental interaction.						
	15. Evaluate the effects of physical geography and the changing nature of the earth's surface on transportation, culture, economic activities and urban areas.						
	16. Compare and contrast the geographic factors that contributed to the rise of early civilizations and native cultures.						
	<b>D. History</b>						
	17. Demonstrate an understanding of the ancient civilizations. <ul style="list-style-type: none"> <li>Identify the leaders and distinguish the basic principles and philosophies of the major religions in the world as they emerged and expanded.</li> <li>Identify the contributions and influences of ancient civilizations and categorize the factors that led to their fall (e.g., philosophy, architecture, civics, literature, the arts, science and mathematics).</li> </ul>						
	18. Demonstrate an understanding of the Middle Ages. <ul style="list-style-type: none"> <li>Analyze the rise of the European nation states and monarchies (e.g., feudalism, peasants, serfs, manorial system and centralized power).</li> <li>Trace the course of the Crusades and the introduction of Asian and African ideas to Europe.</li> <li>Discuss the preservation of ancient Greek and Roman learning and traditions, architecture and government.</li> </ul>						
	19. Demonstrate an understanding of the impact the Renaissance and Reformation had on the world. <ul style="list-style-type: none"> <li>Summarize the origins and contributions of the Italian Renaissance and its spread throughout Europe (e.g., art, architecture, literature and music).</li> <li>Identify key figures, causes and events of the Reformation and the Counter Reformation.</li> </ul>						
	20. Demonstrate an understanding of imperialism throughout the world. <ul style="list-style-type: none"> <li>Summarize the establishment of colonies in Africa, Asia, the Americas and Oceania.</li> <li>Examine the development of triangular trade and illustrate its impact</li> </ul>						

	on the world.								
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