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| 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 8th 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 8

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 | | | | | | | | | | |
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| | 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 | | | | | | | | | | |

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| | 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 | | | | | | | |

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| | 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. | | | | | | |

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| | 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 | | | | | | |

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| | 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 8

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.

Eighth Grade Standards

Eighth Grade West Virginia Studies engages students in the comprehensive study of West Virginia, from the Pre-Columbian period to the present day. Special emphasis is placed on the interdependence of geographic, cultural, political, environmental and economic factors affecting the development and future of the state. Students develop empathy for citizens worldwide as they demonstrate connections and loyalty to homeland. Students are actively engaged citizens of their school and community and develop national and global civic perspective and responsibility. Students become economically literate to understand West Virginia’s global connectivity in the marketplace both as a producer and a consumer of international goods and services. Students synthesize their information to predict the future development and evolution of their state.

| (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 |
| | A. Civics | | | | | | | | | | |
| | 1. Demonstrate patriotism through the planning, participation and observance of important anniversaries and remembrances (e.g., Pearl Harbor, Veterans’ Day, Constitution Day and Patriots Day). | | | | | | | | | | |
| | 2. Evaluate how citizens can influence and participate in government at the local, state and national levels and assume the role of an active citizen participating in the democratic process (e.g., lobbying, voting, community service, letter writing and school elections). | | | | | | | | | | |
| | 3. Identify, analyze and evaluate the responsibilities, privileges and rights of citizens of the state of West Virginia found in the state and national constitutions. | | | | | | | | | | |
| | 4. Differentiate between the division of powers and responsibilities for each of the executive, legislative and judicial branches of the United States and West Virginia governments, describe the system of checks and balances, and explore local forms of government. <ul style="list-style-type: none"> Analyze the functions and jurisdictions of the federal, state, local and special courts (e.g., United States Supreme Court, state supreme court, circuit courts, magistrate courts and family courts). Cite the elected officials at the national, state and local levels, the constitutional requirements for election and responsibilities of each office. Explain the amendment process of the <i>West Virginia Constitution</i>, | | | | | | | | | | |

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| | <p>give examples of amendments, and explain their purpose.</p> <ul style="list-style-type: none"> • Explain the process of how a bill becomes a law in West Virginia. • Identify and explain the various types of elections in West Virginia (e.g., primary/general, state/local and partisan/non-partisan). • Compare and contrast the relationship and function of local, county, state and national governments. | | | | | | |
| | 5. Predict the outcome of selected proposed bills in a current legislative session and assume the role of a lawmaker in a mock legislature to pass a bill into law. | | | | | | |
| | B. Economics | | | | | | |
| | 6. Evaluate West Virginia's role in the global economy as it relates to natural resources and national/ international business and trade. | | | | | | |
| | 7. Correlate West Virginia economic conditions with the effects on its citizens (e.g., employment, population, migration and health). | | | | | | |
| | 8. Analyze the impact of absentee ownership, renewable and nonrenewable natural resources, labor unionization and the development of infrastructure on the economic growth of West Virginia (e.g., railroad, major highways, internet and cellular service). | | | | | | |
| | 9. Research and cite industries and products that are vital to the economy of the four regions of West Virginia both past and present, and categorize the related occupations (e.g., tourism, coal, glass, timber, chemical, oil, natural gas, agriculture service industries and gaming). | | | | | | |
| | 10. Identify major sources of revenue and their use by West Virginia state and local governments (e.g., property tax, income tax, licenses, excise tax, severance tax, levies/bonds, gaming and lottery). | | | | | | |
| | 11. Compare and contrast the effects of technological/industrial advances as they relate to economy vs. environment and their effects on the demographic profile of West Virginia (e.g., entrepreneurial businesses, agriculture, tourism, education, interstate commuters, mining and natural gas). | | | | | | |
| | <p>12. Examine financial aid planning opportunities and programs to help students and families make sound college savings decisions.</p> <ul style="list-style-type: none"> • Differentiate between the categories of financial aid (merit-based assistance, need-based assistance, grants, scholarships, work study, loans, self-help aid). • Explore West Virginia's SMART 529 program and other college saving plans. • Create a Financial Aid and College Savings Plan utilizing free resources such as CFWV's Financial Aid Calculators, Scholarship | | | | | | |

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| | Finder, and Financial Aid Wizard. | | | | | | |
| | <ul style="list-style-type: none"> Construct a personal budget that includes college savings. | | | | | | |
| | C. Geography | | | | | | |
| | 13. Label the four major physical geographic regions, major rivers, landforms, natural/manmade borders, points of interest and bordering states on selected maps. | | | | | | |
| | 14. Identify the 55 counties and major cities of West Virginia on a map and explain the reason for the development of the major cities in their respective locations. | | | | | | |
| | 15. Investigate climate, landforms, natural resources and population density in West Virginia's geographical regions using special purpose maps and evaluate the impact of people's lives and settlement patterns using Geographical Information Systems, topographical maps, climate and census maps. | | | | | | |
| | 16. Illustrate how technological advances have affected the cultural isolation of West Virginia (e.g., worldwide web, satellite communications, electronic devices and social media). | | | | | | |
| | 17. Analyze the geographic factors that led to development of agricultural, coal, glass, chemical, metallurgic and tourism industries in West Virginia (e.g., floods and coal mining disasters). | | | | | | |
| | 18. Identify West Virginia's exact and relative location on a variety of maps and globes by using correct geographic vocabulary and graphic displays (e.g., neighboring states, Tropic of Capricorn, time zones and Equator). | | | | | | |
| | 19. Identify the nine distinct tourist regions in the state of West Virginia and analyze which geographic factors influence each region. | | | | | | |
| | D. History | | | | | | |
| | 20. Demonstrate an understanding of the settlement of Western Virginia and the United States by Native Americans and Europeans. <ul style="list-style-type: none"> Differentiate between the cultures and daily life of the Native Americans. Summarize the history of European exploration and settlement in western Virginia from the first endeavor of John Lederer through the settlement period including Morgan and other important explorers and settlers. Explain the role of western Virginia in the French and Indian War. | | | | | | |
| | 21. Demonstrate an understanding of the American Revolution, including western Virginia's part in the development of the nation. <ul style="list-style-type: none"> Compare and contrast the perspectives and roles of different western | | | | | | |

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| | <p>Virginians during the American Revolution including those of political leaders, soldiers, patriots, Tories/Loyalists, women and Native Americans.</p> <ul style="list-style-type: none"> • Identify the key conflicts, battles and people of the American Revolution in western Virginia and their effects on the area (e.g., Battle of Point Pleasant, Siege of Fort Henry, Attacks at Fort Randolph and Fort Donnally). • Summarize events related to the adoption of Virginia’s constitutional conventions, the role of western Virginia and its leaders in the Continental Congress, and the ratification of the <i>U.S. Constitution</i>. • Explain the economic and political tensions between the people of western and eastern Virginia including the economic struggles of both groups following the American Revolution and their disagreement over representation. | | | | | | | |
| | <p>22. Demonstrate an understanding of the American Civil War including its causes, effects and the major events that led to West Virginia statehood.</p> <ul style="list-style-type: none"> • Explain the effect of key events leading to western Virginia’s separation from Virginia after secession (e.g., First and Second Wheeling Conventions and John Brown’s Raid). • Describe the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how these tensions were resolved (e.g., Virginia vs. West Virginia 1871). • Compare and contrast the military strategies of the North and South with regard to specific events and geographic locations in West Virginia (e.g., the Battle of Philippi, Rich Mountain, Droop Mountain, Battle of Scary Creek and Battle of Carnifex Ferry). • Identify significant contributions of men and women of West Virginia during the Civil War and identify the roles of ethnic and racial minorities. | | | | | | | |
| | <p>23. Demonstrate an understanding of major social, political and economic developments that took place in West Virginia during the second half of the nineteenth century.</p> <ul style="list-style-type: none"> • Identify the types of transportation that facilitated the growth of West Virginia. • Compare and contrast the <i>West Virginia Constitutions</i> of 1862 and 1872. • Summarize the changes that occurred in West Virginia agriculture and industry during the late nineteenth century, including changes in family life in various regions and the growth of industry. • Explain the significance of increased immigration into the United States in the late nineteenth century to West Virginia, including cultural and economic contributions of immigrants, opportunities and struggles experienced by immigrants, increased racial hostility and the effect of racial and ethnic diversity on national identity. | | | | | | | |

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| | <p>24. Demonstrate an understanding of West Virginia’s development during the early twentieth century.</p> <ul style="list-style-type: none"> Analyze the evolution of the labor movement in West Virginia. Summarize the progressive reform movement in West Virginia (e.g., child labor laws, Prohibition, improvements to roads, hospitals, libraries, tax reforms, changes to local government systems and the roles of significant individuals and groups). Summarize the political, social and economic situation in West Virginia following World War I, including progress in suffrage for women, improvements in daily life in urban/rural areas, Roaring 20’s and developments in industry. Explain the effects of the Great Depression and the lasting impact of New Deal programs on West Virginia, including the Homestead Projects. | | | | | | | |
| | <p>25. Demonstrate an understanding of West Virginia’s development during the mid-twentieth century.</p> <ul style="list-style-type: none"> Summarize the significant aspects of the economic and industrial growth experienced by West Virginia during World War II (e.g., chemical industry, steel industry and coal industry). Evaluate the sequence and analyze the impact of contemporary social, economic and technological developments on people and culture in West Virginia. Identify the labor/management strategies that have affected West Virginia’s economy (e.g., strikes, boycotts, yellow-dog contracts, injunctions and lock-outs). Explain the economic, social, and political impact of twentieth century events on West Virginia (e.g., school integration, Civil Rights Movement, Cold War and Vietnam). | | | | | | | |
| | <p>26. Demonstrate an understanding of West Virginia in the modern era.</p> <ul style="list-style-type: none"> Compile lists of fairs and festivals in West Virginia that can be attributed to the influence of various cultural groups who have settled in the state, explaining the heritage of the fair or festival and its significance to the preservation of West Virginia history. Analyze the economic, social and political impact of the late twentieth century and twenty-first century events on West Virginia (e.g., terrorism, Gulf War, Iraq War and War in Afghanistan). | | | | | | | |