

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 United States - Comprehensive

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

CCR United States - Comprehensive

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.						
<p>B. Developmentally Appropriate Instructional Resources and Strategies</p> <p><i>For student proficiency in content 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.						
	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

CCR United States - Comprehensive

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.

United States Studies - Comprehensive

United States Studies - Comprehensive examines the evolution of the *U.S. Constitution* as a living document and the role of participatory democracy in the development of a rapidly changing technological society. This study of the United States is an examination of the formative years from the colonization of what would be the United States to present day. Teachers will engage students in critical thinking and problem-solving skills as students learn and work with factual historical content, geography, civics, economics and other social studies concepts.

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	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	A. Civics										
	1. Identify the issues regarding the evolution of United States citizenship and evaluate responsibilities and rights of United States citizens (e.g., landownership, race, gender and age).										
	2. Evaluate, then defend the importance of the fundamental democratic values and principles of U.S. constitutional democracy in a global context including conflicts between individuals, communities and nations: liberty and equality individual rights and the common good majority rule and minority rights The rule of law and ethics (e.g., civil disobedience) patriotism										
	3. Compare various citizens' responses to controversial government policies and actions by monitoring and debating government decisions, and create a cooperative and peaceful solution to controversial government policies and actions.										
	4. Analyze multiple media sources and their influence on public opinion and policy issues.										
	5. Evaluate court cases essential to fundamental democratic principles and values (e.g., <i>Brown v. BOE Topeka</i> , <i>Miranda v. Arizona</i> , <i>Roe v. Wade</i> , <i>Mapp v. Ohio</i> , <i>Schenck v. U.S.</i> , and <i>Doe v. Holder</i> (P.A.T.R.I.O.T. Act).										
	6. Select and participate in a volunteer service or project with a community or Veteran's organization (e.g., American Legion, Veterans of Foreign Wars, Women Veterans of America, Ronald McDonald House, Special Olympics, 4-H, etc.).										

	B. Economics							
	7. Trace economic development throughout U.S. History (e.g., Colonial period, Revolutionary War, Westward Expansion, Civil War and late 19 th /early 20 th Centuries) and identify the role of market factors in the settlement of the United States and the development of the free enterprise system.							
	8. Critique the cause and effect relationship between the labor movement, industrialization and urbanization in the United States.							
	9. Apply the concept of supply and demand in various historic events as a cause of economic turmoil.							
	10. Analyze the causes and consequences of the United States' national debt and its effect upon world economic systems.							
	11. Assess how various executive initiatives and legislative acts have influenced the United States' economy (e.g., Fourteen Points, New Deal, Domino Theory, Great Society, Space Race and Strategic Defense Initiative).							
	12. Cite evidence of the economic and cultural impact of advertising and the growth of consumerism (e.g., differentiate between wants and needs).							
	13. Identify various developed countries (MDC) and developing countries (LDC) and evaluate their GDP to determine the standard of living of their citizens (e.g., health care, education, military, industrial and agricultural capabilities).							
	C. Geography							
	14. Apply correct vocabulary and geographic tools to determine and illustrate geographic concepts (e.g., major meridians of longitude and parallels of latitude, physical features, landforms, bodies of water, climatic regions, states and their capitals, and relative and exact location).							
	15. Determine the most appropriate maps and graphics in an atlas for analyzing geographic issues regarding the growth and development of the United States (e.g., topography, movement of people, transportation routes, settlement patterns, growth of population and cities, etc.).							
	16. Evaluate the impact of health and cultural considerations on the quality of life over different historical time periods.							
	17. Analyze the characteristics of cultural contributions of Native Americans, African Americans, Hispanics and all immigrants (e.g., Germans, Italians, Irish, etc.).							
	18. Analyze the ways in which physical and cultural geography have influenced significant historic events and movements.							
	19. Evaluate the changing boundaries of world maps as a result of wars.							

	D. History						
	<p>20. Demonstrate an understanding of the European settlement of North America.</p> <ul style="list-style-type: none"> • Compare and contrast the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences (i.e. Proclamation of 1763, French and Indian War). • Identify and examine European colonial rivalries and the centralization British control. 						
	<p>21. Demonstrate an understanding of the establishment of the new Republic.</p> <ul style="list-style-type: none"> • Trace the major events leading to the American Revolution including the writing of the <i>Declaration of Independence</i>. • Examine the contributions of key individuals in the development of the Republic. • Determine the strengths and weaknesses in the <i>Articles of Confederation</i> and how their failure led to the development of the <i>U.S. Constitution</i>. • Compare and contrast political ideologies and sectional differences in the development of the <i>U.S. Constitution</i> (e.g. economic development, slavery, and social reforms). 						
	<p>22. Demonstrate an understanding of westward movement and land acquisition.</p> <ul style="list-style-type: none"> • Examine the consequences of the expansion of the republic on the native population. • Summarize the United States' relations with foreign powers (e.g. Louisiana Purchase, War of 1812, Monroe Doctrine, Manifest Destiny and the Mexican-American War.) • Compare and contrast the social, economic, and political development in different regions of the country during the antebellum period. 						
	<p>23. Demonstrate an understanding of the course of the American Civil War and Reconstruction in America.</p> <ul style="list-style-type: none"> • Identify and analyze the events which led to the secession of the south from the Union and the formation of the Confederate States of America. • Trace the major events of the Civil War and evaluate the impact of political and military leadership during the war. • Evaluate short-term and long-term effects of Reconstruction on the nation (e.g. Civil War Amendments, radical republicans, Jim Crow). 						
	<p>24. Demonstrate an understanding of the industrialization and reform movements.</p>						

	<ul style="list-style-type: none"> Analyze the contributions of business, industry, and entrepreneurs in the late 19th/early 20th century. Compare and contrast the societal, economic and population shifts in the United States in the late 19th century (i.e. Agrarian to Industrial, rural to urban, labor vs. industry, immigration, migration). Identify the goals and accomplishments of reformers and reform movements (e.g. women's rights, minorities, labor, temperance, Progressivism etc.) 							
	<p>25. Demonstrate an understanding of the United States' emergence as a world power.</p> <ul style="list-style-type: none"> Evaluate the impact of United States foreign policy on global affairs (e.g., Open Door Policy, Good Neighbor Policy, Big Stick Diplomacy, Dollar Diplomacy, and Moral Diplomacy). Trace the shift from isolationism to intervention and imperialism (e.g. Spanish-American War, annexation of Hawaii, development of the Panama Canal). Analyze and explain how political, social, and economic factors influenced American involvement in World War I (e.g., treaties, alliances, and nationalism). List and explain underlying causes, major players, and the effects of World War I. 							
	<p>26. Demonstrate an understanding of the Great Depression and the New Deal.</p> <ul style="list-style-type: none"> Examine causes of the stock market crash and draw conclusions about the immediate and lasting economic, social, and political effects on the United States and the World. Research the changing social values that led to the expansion of government in the 1920's & 1930's (e.g. constitutional amendments, New Deal legislation, etc.). Investigate the different cultural movements during the late 1920's & 1930's. 							
	<p>27. Demonstrate an understanding of the events surrounding World War II.</p> <ul style="list-style-type: none"> Explain how the world economic crisis initiated worldwide political change. Explore the causes and effects of World War II and describe the impact the war had on the world (e.g. failure of the Treaty of Versailles/League of Nations, militarism, nationalism, failure of appeasement). Investigate the abuse of human rights during World War II (e.g. Japanese Internment, Holocaust, stereotypes, propaganda). Identify contributions from the American-Homefront during the war (e.g. Rosie the Riveters, victory gardens, liberty bonds). Analyze the long-term consequences of the use of atomic weaponry to 							

	end the war.						
	<p>28. Demonstrate an understanding of Post - World War II America.</p> <ul style="list-style-type: none"> • Compare and contrast the United States and the Soviet Union following WWII and their emergence as superpowers. • Identify social, technological, and political changes that occurred in the United States as a result of the tensions caused by the Cold War. • Trace the events of the Cold War and confrontations between the United States and other world powers. 						
	<p>29. Demonstrate an understanding of the social and political conflicts that brought forth an era of change in America.</p> <ul style="list-style-type: none"> • Investigate key people, places, and events of the African-American Civil Rights Movement. • Research the various paradigm shifts during the 1950's, 1960's, & 1970's (e.g. counterculture, rock n' roll, women's rights, <i>Roe v. Wade</i>, shifts in technology). • Connect events to continued questions of trust in federal government (e.g., Watergate, Iran Contra and Pentagon Papers). 						
	<p>30. Demonstrate an understanding of America's continued role in the complex global community.</p> <ul style="list-style-type: none"> • Evaluate the causes and effects of acts of foreign and domestic terrorism before and after 9/11. (e.g. Iran hostage crisis, 1993 World Trade Center, Oklahoma City, USS Cole, 2001 attacks on World Trade Center & Pentagon, PATRIOT Act, death of Osama bin Laden) • Identify the positive and negative consequences of the advancement of technology. • Evaluate and explain modern American policies (i.e., foreign and domestic), immigration, the global environment, and other current emerging issues. 						