

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 World Studies

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
World Studies

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>Information and Communication Skills/Social Studies</p> <p><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>Personal and Workplace Productivity Skills</p> <p><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 World Studies

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.

World Studies

World Studies engages students in the study of the development and evolution of the historic, economic, geographic, political and social structures of the cultural regions of the world from the dawn of civilization to the Twentieth Century. Special attention is given to the formation and evolution of societies into complex political and economic systems. Students are engaged in critical thinking and problem-solving skills using maps, spreadsheets, charts, graphs, text and other data from a variety of credible sources. Students synthesize the information to predict events and anticipate outcomes as history evolves through the ages.

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	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	A. Civics										
	1. Describe the roles of citizens and their responsibilities (e.g., prehistoric societies, river civilizations, classical civilizations, feudal systems, developing nation states and neo-feudal systems).										
	2. Analyze and connect the status, roles and responsibilities of free men, women, children, slaves and foreigners across time in various civilizations.										
	3. Analyze and evaluate various ways of organizing systems of government in order to illustrate the continuity and change in the role of government over time (e.g., Hammurabi’s Code, the Twelve Tables of Rome, Justinian Code, Magna Carta, English Bill of Rights, Articles of Confederation and the U.S. Constitution).										
	4. Compare and contrast political ideologies in order to analyze the evolving role of government in world affairs prior to the year 1900 (e.g., democracies, republics, dictatorships, various types of monarchies, oligarchies, theocracies and parliamentary systems).										

	5. Research and categorize multiple current and historical world aid organizations and assess the importance of global volunteerism as a 21 st century citizen (e.g., Amnesty International, Doctors Without Borders, Human Rights Campaign, International Red Cross, Invisible Children, Peace Corps, etc.).						
	B. Economics						
	6. Examine and illustrate the trade patterns (e.g., resource allocation, mercantilism and other economic systems) of regions of the world across time and explain their significance to the evolution of global economics.						
	7. Identify types of exchange systems (e.g., barter, money) and the role forms of currency play in acquiring goods and services.						
	8. Analyze the importance of family, labor specialization and regional commerce in the development of global trade systems.						
	9. Define scarcity, demonstrate the role of opportunity costs in decision making, and examine economic reasons for the rise and fall of civilizations (e.g., Roman Empire, the Crusades and Imperialism).						
	C. Geography						
	10. Use different types of maps, terminology, and geographic tools to analyze features on Earth to investigate and solve geographic questions.						
	11. Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others.						
	12. Apply geography skills to help investigate issues and justify possible resolutions involving people, places and environments.						
	13. Explain how migration of people and movement of goods and ideas can enrich cultures, but also create tensions.						
	14. Explain how the uneven distribution of resources in the world can lead to conflict, competition or cooperation among nations, regions, and cultural groups.						
	15. Use maps, charts and graphs to depict the geographic implications of world events.						
	D. History						

	<p>16. Demonstrate an understanding of prehistory, the concept of change over time and the emergence of civilization.</p> <ul style="list-style-type: none"> Analyze the interaction of early humans with their environment and evaluate their decisions (e.g., hunting, migration, shelter, food and clothing.) Detail and predict the causes and effects of the Agricultural Revolution. 							
	<p>17. Demonstrate an understanding of ancient river civilizations and the ways in which early civilizations evolve.</p> <ul style="list-style-type: none"> Compare and contrast the causes and effects of the rise and decline of ancient river valley civilizations. Investigate and detail the various components of culture and civilization including customs, norms, values, traditions, political systems, economic systems, religious beliefs and philosophies in ancient river civilizations. 							
	<p>18. Demonstrate an understanding of classical civilizations and the influence of those civilizations across time and space.</p> <ul style="list-style-type: none"> Compare and contrast the causes and effects of the rise and decline of classical civilizations. Analyze the impact of religion on classical civilizations, including the rise and growth of Christianity and Hinduism, and the effects of their beliefs and practices on daily life, changes that occurred as a result of Buddhist teachings, and the influence of a variety of religions on culture and politics. 							
	<p>19. Demonstrate an understanding of Middle Age societies and the influence of those societies on the history of the world in areas of social, political and economic change.</p> <ul style="list-style-type: none"> Investigate and explain the influence of the Byzantine Empire, including the role the Empire played in preserving Hellenistic (Greek) learning. Summarize the functions of feudalism and manorialism in Europe, China and Japan (including the creation of nation-states) as feudal institutions helped monarchies centralize power. Outline the origins of religion in the Middle East and the changing role of women in that region through to the modern (or contemporary) period. Identify and evaluate the individual, political, religious and economic roles in medieval society. 							

	<ul style="list-style-type: none"> Analyze the social, political and economic upheaval and recovery that occurred in Europe during the Middle Ages, including the plague and the subsequent population decline, the predominance of religion and the impact of the crusades. Summarize the economic, geographic and social influences of African and trans-Saharan trade, including education and the growth of cities. Examine and assess the effects of warfare on society during the Middle Ages. 							
	<p>20. Demonstrate an understanding of the changes in society because of the Renaissance, Reformation, Age of Exploration and the Enlightenment.</p> <ul style="list-style-type: none"> Compare the impacts of the Renaissance on life in Europe (e.g., Humanism, art, literature, music and architecture). Analyze the religious reformations and their effects on theology, politics and economics. Summarize the origins and contributions of the scientific revolution. Explain how European needs/wants for foreign products contributed to the Age of Exploration. Explain the ways that Enlightenment ideas spread through Europe and their effect on society (e.g., John Locke, Voltaire, Jean-Jacques Rousseau and Baron de Montesquieu.) 							
	<p>21. Demonstrate an understanding of the global political environment of the sixteenth through the nineteenth centuries.</p> <ul style="list-style-type: none"> Explain the long-term effects of political changes because of the emergence of strong monarchical governments. Describe the Agricultural and Industrial Revolutions and determine their impact on the evolution of society. Analyze the causes and effects of political revolutions and determine their impact on the formation of governments and on the citizens of a society (e.g., French, Italian, German, Latin America, etc.). Illustrate the significant political, commercial and cultural changes that took place in China. Compare the political actions of European, Asian and African nations in the era of imperial expansion. Assess the impact of colonization on both the mother countries and their colonies. Explain the causes and effects of political, social and economic 							

	transformation in Europe in the nineteenth century, including the significance of nationalism, the impact of industrialization on different countries and the effects of democratization.							
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