

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 - Civics

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
Civics

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.							
	Information and Communication Skills/Social Studies <i>For student proficiency in content standards, the instructional materials will include multiple strategies that provide students with the opportunity to:</i>							
	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.							
	Personal and Workplace Productivity Skills <i>For student proficiency in content standards, the instructional materials will provide students with the opportunity to:</i>							
	7. conduct research, validate sources, and report ethically on findings;							
	8. identify, evaluate, and apply appropriate technology tools for a variety of purposes;							
	9. engage in self-directed and/or independent inquiry							
	10. provide a variety of structures for working collaboratively; and							
	11. practice time-management and project management skills for problem based learning and group projects.							
	B. Developmentally Appropriate Instructional Resources and Strategies							

	<i>For student proficiency in content standards:</i>						
	12. Content is structured to ensure all students meet grade-specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness expectations.						
	13. Instructional resource includes suggestions for appropriate scaffolding, emphasizes the importance of vocabulary acquisition and application, provides opportunities to engage in high interest, age-appropriate activities that mirror real-life situations, and make cross-curricular, global connections.						
	14. Instructional material provides opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding of the connections to the social sciences.						
	15. Students are provided with opportunities to analyze and infer relationships with maps, tables, charts, graphs, globes, media, and technology sources to acquire and apply new information (e.g., global information systems).						
	16. Instructional materials offers opportunities for students to sequence economic, societal, cultural, and political influences, movements, and events in chronological order. (eg. cultural movements such as the counter-culture movement, a societal movement over time such as the women's suffrage movement, or tracing the history of free-market capitalism, or the events of American Revolution)						
	17. Instructional materials provides opportunities for students to investigate issues that are interconnected thematically or chronologically (e.g., colonialism, poverty, human rights, environment, energy, safety, immigration, conflict) to solve complex problems suggesting the possibility of multiple solutions.						
	18. Instructional resources include guiding questions and essential questions to aid students' development of social awareness and a deeper understanding of the social sciences.						
	19. Provide resources for intervention, enrichment, and to allow for personalized learning.						

	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 Civics

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.

Civics

Civics is designed as a culminating U.S. Studies class that fosters informed citizens essential to the perpetuation of the American Republic. A U.S. Studies course is a prerequisite for this course. Students learn and utilize knowledge and skills for responsible, participatory citizenship based on a firm understanding of the principles and practices of our government coupled with civil rights and responsibilities, sound financial literacy and global awareness. Students investigate what has happened, explore what is happening and predict what will happen to the social, political and economic problems that beset America and the world using the skills and resources of the past and present centuries. Students continue to develop their critical thinking and problem-solving skills collaboratively and independently to become informed citizens and consumers who practice economically sound decision-making, are geographically aware of the physical and human landscapes of the world, and protect, preserve and defend their system of government. New and refined knowledge gained in Civics is communicated and shared throughout the community as students engage in community service and service-learning that allows classrooms to span continents and serve as the heart of the community.

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	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M	N
	A. Civics									
	1. Strive to become vigilant, informed citizens who actively participate in the preservation and improvement of American government through community service and service-learning (e.g., individual service projects, patriotic events, mock trials, group initiatives, community volunteerism).									
	2. Explore social contracts and the establishment of the rule of law, and evaluate how limited government and the rule of law protect individual rights.									
	3. Demonstrate that the purpose of American government is the protection of personal, political and economic rights of citizens as evidenced by the <i>Declaration of Independence</i> , the <i>U. S. Constitution</i> , Constitutional Amendments and the ideas of those involved in the establishment of American government.									
	4. Consider factors that subvert liberty (including lack of education, voter apathy, disenfranchisement, civil inequalities, economic issues, loss of public trust and misuse of government power), then collaborate, compromise, and by consensus, create a model that informed citizens can use to defend and perpetuate the American Republic.									
	5. Examine and analyze the contributing factors to the drafting of the <i>Declaration of Independence</i> and the <i>U.S. Constitution</i> : <ul style="list-style-type: none"> • leaders and philosophers (e.g., John Locke, James Madison, Thomas Jefferson and John Adams) • events (e.g., Glorious Revolution, Reformation and Enlightenment) 									

	<ul style="list-style-type: none"> documents (e.g., <i>English Bill of Rights</i>, <i>Petition of Right</i> and <i>Magna Carta</i>) classical periods (e.g., eras of Greece and Rome) principles (e.g., popular sovereignty, federalism, limited government, separation of powers, checks and balances, civil liberties and rule of law) 							
	6. Examine the compromises of the Constitutional Convention and how those decisions were characterized in the <i>Federalist</i> and the <i>Anti-Federalist</i> papers.							
	7. Evaluate the elements in the <i>U.S. Constitution</i> that make it a living document with democratic principles that are modified and expanded to meet the changing needs of society.							
	8. Investigate the system of government created by the Preamble, Seven Articles, the <i>Bill of Rights</i> and other Amendments of the <i>U.S. Constitution</i> to evaluate how the framework for American society is provided.							
	9. Analyze how the <i>U.S. Constitution</i> defines federalism and outlines a structure for the United States government.							
	10. Analyze the protection of liberties in the <i>Bill of Rights</i> and their expansion through judicial review and the gradual incorporation of those rights by the Fourteenth Amendment.							
	11. Analyze how the freedoms of speech and press in a democratic society enable citizens to develop informed opinions, express their views, shape public policy and monitor government actions.							
	12. Determine how conflicts between the rights of citizens and society's need for order can be resolved while preserving both liberty and safety.							
	13. Compare and contrast the original and appellate jurisdictions of local, state and national judicial systems to show how America's court system addresses criminal and civil cases.							
	14. Apply the concepts of legal precedent through past and present landmark Supreme Court cases, interpretations of the <i>U.S. Constitution</i> by the Supreme Court and the impact of these decisions on American society.							
	15. Develop an understanding of the American legal system through examining existing ordinances, statutes and Federal Acts, exploring the differences between criminal and civil law and determining the legal obligations and liabilities of American citizenship.							
	16. Critique the evolution of the two-party system in the United States, evaluate how society and political parties have changed over time and analyze how political parties function today.							
	17. Assess the influence of the media on public opinion and on the decisions of elected officials and the bureaucracy: <ul style="list-style-type: none"> bias in reporting and editorials push-pull polls and selective reporting of citizen opinions 							

[illegible]

	<p>30. Investigate the cost of postsecondary education.</p> <ul style="list-style-type: none"> • Determine the tuition and fees of several specific public and private, two and four year institutions. • Examine room and board cost for students that live on campus. • Examine commuting costs for attending a local institution (gas, car maintenance, distance, time). • Compare text book costs (used books, new books, digital rentals, Amazon, eCampus, local bookstore, text loaning programs). • Determine personal expenses (hobbies, restaurants, entertainment, transportation, gas, bills, rent, insurance, cellphone). • Examine the net price different postsecondary institutions utilizing the net price calculator required to be posted on all postsecondary institution's web pages. • Identify sources of financial aid. • Examine and understand Financial Aid terminology (e.g. FAFSA, EFC, grant, cost of attendance). • Explore the application process for student loan qualifications and the repayment process. 						
	<p>31. Evaluate income, lifestyle, and career opportunities based on education and financial aid decisions.</p> <ul style="list-style-type: none"> • Differentiate the annual income of a college graduate compared to a high school graduate. • Differentiate between gross and net income (e.g., taxes, insurance and pension plans). • Explore how earning a degree impacts lifestyle, lifelong earning potential, and personal wants versus needs. • Investigate the consequences of personal choices in relation to finances. • Construct, utilize, and monitor a budget for a recent high school graduate. • Construct, utilize, and monitor a budget for a recent college graduate. • Compare and contrast the budgets of a high school graduate and a recent college graduate. • Explore how benefits packages, unions, and professional organizations impact lifestyle and career choices. 						
	32. Examine the expectations and benefits of potential careers and their impact on lifelong earning potential						
	<p>33. Examine general workforce preparedness skills.</p> <ul style="list-style-type: none"> • Develop a resume showing skills, experiences and education that can be used when applying for a job, a scholarship, or college. • Participate in mock job interviews. 						

	<ul style="list-style-type: none"> Identify workplace expectation, including prompt attendance, timeliness and efficiencies. 						
	34. Examine the causes of bankruptcy and how to avoid them.						
	35. Complete Federal and State income tax forms and examine other state and local taxes.						
	36. Examine the advantages and disadvantages of different types of consumer debt to make sound financial decisions (e.g., home loans, credit card debt, automobile loans, pay-day loans and rent-to-own).						
	37. Develop the knowledge and practices of a savvy consumer who knows consumer rights and responsibilities, can identify and avoid fraudulent practices and guard against identify theft.						
	38. Utilize traditional and online banking services as well as examining fees, services and hidden costs of checking, savings, debit cards, Certificates of Deposit, etc.						
	39. Examine financial habits that promote economic security, stability and growth: <ul style="list-style-type: none"> investments (e.g., stocks, mutual funds, certificates of deposits and commodity trading) insurance (e.g., life insurance, health insurance, automobile insurance, home and renters insurance and retirement plans). 						
	D. Geography						
	40. use census data and public records to identify patterns of change and continuity to understand the impact of the following on society: <ul style="list-style-type: none"> zoning migration ethnicity income gender differences age differences education voting behavior family structure 						
	41. Conduct research using demographic data to interpret, debate and evaluate the geopolitical implications of a variety of global issues: <ul style="list-style-type: none"> the environment and environmental protection political and cultural boundaries women's rights cultural diversity and assimilation religion standard of living 						

	42. Analyze the role of sustainable development in the lives of 21 st Century citizens (e.g. renewable energy, recycling, reusing, land use policy, ocean management and energy policy) to balance healthy economic growth with environmental protection.						
	43. Analyze the consequences of human and environmental interaction using geographic information systems.						
	44. Explore various routes of personal travel and topography using geographic information systems.						
	45. compare and contrast the factors of development for developed and developing countries, including the causes and implications of the following: <ul style="list-style-type: none"> • population (including migration, immigration, birth rate and life expectancy) • natural resources and environmental protection • income, industry, trade and Gross Domestic Product • climate and geographic conditions • cultural and social factors • political management, legal system and stability • educational opportunities • standard of living 						